



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**DR. VITHALRAO VIKHE PATIL FOUNDATION'S
COLLEGE OF NURSING, OPP. GOVT. MILK DAIRY,
VADGAON GUPTA, POST-MIDC, AHMEDNAGAR**

DR. VITHALRAO VIKHE PATIL FOUNDATIONS COLLEGE OF NURSING, OPP.
GOVT. MILK DAIRY, VADGAON GUPTA, POST-MIDC, AHMEDNAGAR

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<https://vimscon.edu.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The vision of Late Dr. Vitharao Vikhe Patil (Padmashri Awardee) was social, educational and economic upliftment of the rural masses in general and farmers in particular. Having realized the vision of his father, Late Dr. Eknathrao alias Balasaheb Vikhe Patil, (Padmabhushan Awardee) founded Dr. Vithalrao Vikhe Patil Foundation, on 5th July, 1982 by registering under Bombay Public Trust Act 1950, (Reg. No- MAH-/544/ANR/82/BPT/Act-490 Ahmednagar). The foundation provides quality education in the field of Medicine, Nursing, Physiotherapy, Engineering, Pharmacy, Agriculture, Management, Primary education CBSE pattern, and Secondary Education in arts, commerce and science. In addition it runs 990 bedded ultra modern Tertiary care hospital, which is an excellent center in health science Education.

The shortage of nurses in the hospital prompted to establish the Institute of Nursing Education in the year 2005 with intake capacity of 20 students for GNM Program affiliated to Maharashtra Nursing Council, Mumbai. The institute was upgraded into College of Nursing since 2008 with annual intake strength of 50 students for Basic B Sc Nursing 4 year program Post Basic B. Sc. Nursing 2year Program with intake strength of 30 students in the year 2010 and Masters of Nursing 2 year program in the year 2017 with intake strength 16 in three specialization Medical Surgical nursing, Community Health Nursing and Mental Health Nursing, futher addition of two specialization in OBGY and Child Health Nursing with intake strength of 5 in each in the year 2022 affiliated to Maharashtra University of Health sciences and recognized by INC, State Govt. and MNC.

The Medical complex is situated in an area of 33 acres in the beautiful scenario of Vilad Ghat, Ahmednagar having Medical college and Dr. Vikhe Patil Memorial Hospital with 990 beds. Providing super-specialty facilities like oncology and radiotherapy center, Nephrology with Dialysis unit, joint replacement center, cardiology and cardiothoracic surgery, IVF Center, Imaging technology center, District Disability Rehabilitation Center (DDRC), state-of-the-art laboratories, facility for COVID patients. Institute provides Health Care Services especially to underprivileged and marginalized people at their door steps in affordabe cost. Also has adopted Urban Health Center and Rural Health Training Center for students.

Vision

To develop the center of professional excellence in nursing with global standards, quality education, health care and research towards the prodigious dedication to the nation.

Mission

1. To prepare the nursing students with global standards curriculum, learning, teaching, technology and research catering towards the professional excellence.
2. To make learning as an experience that will inspire learners to reach their full potential to become as a role model.
3. To fulfill comprehensive health care needs of the nation with holistic approach.
4. To foster the leadership through the values based on patient care practices integrated with interdisciplinary collaboration and partnership.

5. To contribute the professional development of the faculties as per the academic requirements.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Infrastructure Facility:** The institute has well established infrastructure, dedicated building for nursing college having ICT enabled class rooms, well equipped laboratories, college library and fully automated central library facility, Internal Lease Line 86 MBPS provides Wi-Fi facility, LAN facility, hostel, gymkhana with sports complex and ground which, provides best facilities for the indoor and outdoor games.
- The college is having 990 bedded multispeciality Parent hospital adjacent to the college providing basic facilities with super speciality services.
- **The retention of faculty:** Good human resource management and policy helped the retention of faculty and staff. Stress-free working environment and timely appreciation, adequate, qualified, committed, experienced, competent faculty and administrative staff.
- **Conducive teaching learning environment,** extra and co-curricular activities, implementation of academic calendar and good mentoring system.
- **Student support activities:** The scholarship, earn learn scheme facility and other social welfare facilities help the weaker sections of the students.
- **Values:** Practicing Yoga, health promotion, tree plantation, environmental cleanliness through swachta abhiyan, helping orphans and oldage home people these values are inculcated among students thereby it reaches to the society.
- **Governance and Leadership:** Excellent governance, leadership and decentralized administration helps in smooth functioning of the institute. Supportive management and resources to organize national and international events related to academic, research and health care.
- **VIMS Health Sciences Journal**
- **Very good extension and out reach activities** in the community are carried out in rural and tribal areas to provide services to poor and marginalized people.
- **Utilization of other resources:** MOU with well established reputed institutions, which gives scope to additional exposure to the students, organizing joint collaborative activities and knowledge sharing.
- **Campus ambience:** The Institution has a spacious Green campus with local species which are highly preserved in order to maintain local ecosystem along with new plantation and herbal garden which are maintained by recycled water.
- **Campus amenities:** The facilities required for the staff and students staying in the campus are available within a span of approximately 100 yards.
- **Helipad:** are helpful for airlifting and transferring the patient in case of extreme emergency.
- **Approachability:** Institution is very well connected by road, railway and airways.

Institutional Weakness

- Less number of PhD faculty, though we have 2 faculty with PhD and 4 are pursuing PhD.
- Less publications in the Scopus, funded research projects, and copyrights.
- Restrictions being a college affiliated to state University and therefore less scope in academic flexibility.
- Not having dedicated high fidelity simulation lab for skill development as recently new technological developments and ICT enabled high fidelity simulators help students for learning through virtual reality

and augmented reality.

- Getting Foreign collaboration.

Institutional Opportunity

- Start new programs: PhD center as the Institution has sufficient manpower, physical facilities, patient load, and central and college level libraries.
- Good networking with governmental and nongovernmental organizations.
- Medical Tourism: Because of close proximity to international holy places like Shirdi, Nashik and Shani Shingnapur, there are opportunities to develop Medical tourism in our institute.
- Skilled faculty: Management gives freedom and opportunities to innovate in health care, teaching and research which should be preferably community centered; such as use of various innovative teaching learning and assessment methods like OSCE/OSPE, Fellowship in Medical Education Technology, Basic and Advanced Course in Research methodology, etc.
- International collaboration for faculty student exchange program

Institutional Challenge

- Being an affiliated College the Institution lacks representation in academic council and, BOS.
- To establish partnership with governmental and non-government organizations who work in health field for the collaboration in research and extension activities in health service.
- To ensure that the state-of-the-art healthcare facility within the reach of the poor and marginalized community.
- Navigating the process for the national and international higher education and job opportunities.

1.3 CRITERIA WISE SUMMARY

Nursing Part

The institute aims towards Professional excellence in nursing by catering towards the development of students and faculty. The Institute admits BSc nursing students as per centralized procedure of MUHS, Nashik through CET Cell following NEET results. The PBBS and MSc. Nursing students are admitted at institution level. Admitted students undergo health checkup and immunization. All UG, PG students Faculty and non-teaching staff are provided with immunization against Hepatitis-B, and COVID vaccine. Training in the clinical skills are organized for acquisition and enhancement of skills in basic and advanced procedures. Institute has Nursing Foundation including Adult health and advanced Nursing lab for acquisition of basic nursing skills, Medical Surgical Nursing and advanced skills. Maternal and Child Health Nursing, Community Health Nursing, Nutrition, and Preclinical Science labs are run by the respective departments. All labs have different mannequins, models, articles, equipment's, instruments green board, white board, table and chairs. Few faculties have acquired additional post-graduation qualifications and Diplomas beyond the eligibility requirements from recognized universities and centers from India. The students undergo didactic, practical sessions and for clinical experience hospital and community posting is organized to provide quality safe health care to the patients. Students of all semesters are taught procedures such as hand hygiene, aseptic techniques, standard precautions, and biomedical waste management to maintain the quality of patient care. Emphasis is given to effective, safe, timely, efficient, equitable, and integrated approaches to handling patients during

practical training. The institute strictly follows the protocol of biomedical waste management, infection control and patient safety measures. Various curricular and co-curricular activities are organized in the form of awareness sessions, observance of Days, seminars, workshops, guest lectures, conferences, and webinars.

Faculty development programs are organized and faculty are encouraged to attend FDP outside the institution. The institution is accredited by Maharashtra Nursing Council for conducting continuing nursing education (CNE). The institution has been certified with ISO 21001:2018 Certification for services in delivery of nursing education for undergraduate and postgraduate programs. The parent hospital laboratory is accredited by NABL and NABH accreditation. Our faculties are members on various committees in affiliated and other universities.

Curricular Aspects

The Institute is affiliated with MUHS Nashik, and all programs are approved by the regulatory bodies and committed to the effective planning, implementation, and delivery of the curriculum prescribed by the university, which ensures a transparent evaluation process. INC conceptualizes and designs the syllabus, which is then reviewed, verified and published on the website through gazette notification. The MUHS adopts the curriculum given by INC, gets it approved along with modifications suggested by the BOS and academic council then communicates to the affiliated colleges for implementation through its website and notifications. The Institute follows the curriculum guidelines given by MUHS and displayed on college website. Periodic guidelines, notifications and suggestions from the above authorities are included in the curriculum of UG, PG programs.

At the institute level, we conduct regular meetings of the College Curriculum Committee where all curricular aspects of the UG and PG syllabus are discussed. Approved teaching schedule is displayed on notice board of respective class, Principal office and social media of the class group. Specific inputs are conveyed to MUHS to be placed before BOS. Teachers from the institution are also part of the Board of Studies of various universities, where they provide valuable input in reforming the curriculum. The institution offers various inter-disciplinary and inter-departmental training courses across various programs. The institute has designated various certificate courses and also value-added courses that impart transferable and life skills. In past five years 1217 students were beneficiary in value added courses and 923 benefited in add on course.

The institution integrates cross-cutting issues in different courses relevant to gender, environment and sustainability, human values, health determinants, Right to health, emerging demographic issues, and professional ethics, which are implemented by all the departments through the curriculum. Every year, the students participated in field visits, clinical internships, research projects, and community postings as prescribed by the university. The institution has developed a yearly system to collect time-to-time feedback from students, teachers, employers, alumni, and professionals on curriculum planning and implementation. This feedback is analyzed and during the college curriculum meeting it is discussed, and action is taken as necessary.

Teaching-learning and Evaluation

The Institution as per nursing regulatory body, State and Central Government policy has 25% seats reserved for UG and PG program. The process of admission of students is transparent. The BSc nursing admissions are done through CET cell, State Govt.

The Institution assesses the learning levels of the students to identify the needs of advance and slow learners to assist them through remedial measures and motivate to excel to their potential. The Institution facilitates innate talent of the students by organizing extramural activities. Students learn humanities through various activities by organizing various days such as blood donation, various health days, and road safety measures for prevention of accidents, fire safety training and celebrating commemorative days.

The curriculum is planned and executed by using student centric methods for enhancing learning experience. The students undergo clinical postings for experiential learning, problem solving methods to enhance analytical skills, project based learning and role plays help the skills to communicate, collaborate, creativity and critical thinking. The Institution has simulation training models mannequins on which the students practice under the supervision of the faculty before placement in the hospital for clinical posting. ICT enabled tools and e resources are used for effective teaching learning purpose. The faculties are trained for development of e-content for effective delivery of the e-content. The Institution maintains 1:10 student faculty ratio and mentor mentee ratio, this helps faculty in mentoring students' academic and other issues.

The Institution adheres to the academic calendar for conducting the internal examination process. The assessment of students at the bed side in clinical area and implementation of OSCE/OSPE is done. The students are given opportunity for improvement. The grievances redressal mechanism is in place to maintain the transparency. The Graduate attributes are in line with philosophy of Indian Nursing Council, Program outcomes (POs) and Course outcomes (Cos) are formulated based on the curriculum prescribed by the INC and university MUHS, Nasik. These are integrated in teaching learning and directed towards attainment. The Parent Teachers meetings are held regularly, feedback and suggestions are taken followed by necessary actions are undertaken.

Research, Innovations and Extension

The institution promotes a research culture among the faculty and students by organizing various activities. There are two full-time faculty with PhD degree, 04 faculty PhD scholars and 7 PG approved research guides from the affiliated university. In the last five years, there are 21 research projects of UG and 54 by PG students done under the guidance of faculty. There are 58 publications of the faculty. There is an Institutional Research Committee, which reviews proposals. The Institution has registered Institutional Ethics Committee under Department of Health Research, Ministry of Health and Family Welfare, Government of India New Delhi. After the proposal reviews the candidates present before the registered Institutional Ethics Committee where the proposals are scrutinized for the ethical aspects. The code of ethics for research is displayed on the Institutes website. After the completion of the project, the manuscript is sent for publication in journals. Institution conducted Research Methodology workshop, seminar on IPR, Good Clinical Practice, writing Research Grants workshops and webinars are organized for the faculty and students.

Our institute has received awards of recognition and appreciation from the local Government bodies for conducting various health related camps and activities for the benefit of the rural community. Extension activities are regularly conducted in community through health check-up camps, street plays, health education campaigns, school health programs, nutrition week celebration, prevention and awareness rallies, health and hygiene awareness programs. The institution has conducted various activities of social responsibility like *Swachha Bharat Abhiyan*, Dengue, malaria, Diabetes and Hypertension Awareness program, Role play on suicide prevention & effects of alcohol, in neighborhood community. These activities help to sensitize the students about social issues and as a nurse how to address these issues. Every year the students participate in the national health care programs like RNTCP, NMCP, and AIDS prevention, MCH, Immunization and Pulse Polio. The Institution has the Incubation Centre for nurturing, innovation and research activities purpose for

students, research scholars and faculty. The institution has many functional MOUs with other Government/ Non-government agencies.

Infrastructure and Learning Resources

The Infrastructure and learning resources provided by the institute Include campus with advanced facilities, and learning resources as per the requirement by INC/MNC/ MUHS guidelines. There are 11 classrooms with good ventilation, lighting, seating capacity, green board & wall mounted LCD projector, and audio video & Teleconferencing facilities.

The Institute has well equipped laboratories, sport complex and library at college and central library to meet the learning requirement of the students. There are ICT enabled classrooms, faculty rooms, Principal office, vice principal office, HOD offices, student section, strong room and store room. Auditorium has a capacity to accommodate 400 people and has a changing room with toilet facility. There is provision of sport complex and playground for outdoor and indoor games. Fire extinguishers are placed in each floor of the college building. The Institute has 990 bedded super specialty Parent Hospital which provides rich hands-on practical experience to the students in general wards, ICU as well as in Cath lab & cardiac center, joint replacement center, oncology, dialysis, IVF center, transplant center, PET scan etc. The hospital has a central clinical laboratory, blood center, and casualty. The parent hospital with all facilities as per NMC and provides adequate clinical experience to the students.

Internet connection and Wi-Fi facility is also available. The hostel is situated within the campus with resident warden. Emergency exits are provided in the hostel and fire extinguishers are kept in each floor of the building. All maintenance work pertaining to facilities are specifically provided at the college. Laboratory, class rooms, auditorium, library, computer labs, replenishment of Fire extinguishers, drinking water facilities, water tank, plumbing, toilets, STP, are maintained on daily basis through contract services or urgently on request through Maintenance Committee. A unique automatic water treatment plant that converts grey water (domestically used water) into potable water has been established with minimal space and energy requirements. Monitoring and Assessment of the current state of repairing of facilities are carried out frequently by the members of Maintenance committee. Based on their observations the necessary steps are taken to rectify the problem.

Student Support and Progression

The Institute offers nursing programs for students from various socio-economic backgrounds. More than 90% of students are benefitted by various scholarships for their studies. The Institute conducts sessions on soft skills, communication, yoga, human values, personality and professional development for enhancing their capability. The students representative are member in the academic committee, they play a vital role in planning educational policies, the curriculum for courses, student grades, providing suggestions to the committee on academic matters, and protecting the academic quality & integrity of the college educational programs. The outgoing students are guided for competitive examination and career advancements at the college prior to appearing final university examination every year. All these classes and Programs are taken by the alumni, teaching faculties as well as different agencies and invited experts. The institution has a robust anti-ragging committee, student grievance redressal committee and prevention of sexual harassment committee to track and deal with the complaints in a transparent manner. The student council carries out educational, cultural and social activities which enhance their all-round development of personality.

The institution organizes cultural and sports competitions. The meritorious students and winners are awarded with medals, trophies and certificates. Students' feedback is obtained regularly on faculty performance, curriculum, program outcomes, physical facilities, placement, and various learning resources. The main competitive exam in which students participate are DMER, DHS, CHO and OET. Majority of our students are placed in Govt. and private hospitals, teaching institutes and some have been placed abroad. Many have progressed to higher education. The Alumni Association of the Institution has been formed and registered with the charity commissioner office of Ahmednagar (Maharashtra -899 / 2015/ Ahmednagar and F-19081). The registered alumni association initiated in the year 2015, which has contributed significantly in the development of the Institution. In 2017, Mega alumni meet was organized in Ahmednagar, Lonavala, Mumbai, and New Delhi. Around 80 percent of the alumni are in touch with institute. The Institute organizes alumni meet every year. Alumni work in coordination with the faculty members in carrying out various activities to support academic and the overall development of students.

Governance, Leadership and Management

Effective leadership by setting values and participative decision-making process is key not only to achieve the vision, mission and goals of the institutions but also in building the organizational culture. The Institute has a rich tradition of visionary and transformation leadership which has driven the institution towards the phenomenal growth and development of the institution. The institutions Vision and Mission are clearly stated with excellent governance of the institute and its perspectives plan. To develop the center of professional excellence in nursing with global standard, quality education, health care and research towards the prodigious dedication to the nation is the vision of the college. In the last five years 363 UG and PG students have successfully completed their training. In the last five years 96 students are placed in central government/state government, 4 students at overseas and most of the graduates in well reputed private educational institutes and hospitals.

Decentralization and participative management is reflected in the organogram. The Institution has various committees, like Anti-ragging, Feedback, Women harassment, Curriculum, IEC, Examination grievance redressal, Maintenance Committee etc. Under the umbrella of IQAC, It ensures continuous monitoring and quality in assessment, academic and administrative activities. Strategic plans are prepared, along with close monitoring to ensure achievement of these strategies.

The CNE for staff are regularly conducted and welfare activities are planned such as celebration of festivals, like Dipawali, Christmas, and Haldi kum-kum by female faculties, birthday celebrations and farewell functions. The institution has various welfare measures like Provident fund, Gratuity benefits, Medical Benefits, Maternity leave, Special casual leave for attending conference and doing examination duties. The institution provide financial budget to faculty who attend the conference / workshop. The Institute has a performance appraisal system for teaching and nonteaching staff and aptly rewards in timely manner. The financial audit of the institution is conducted yearly. The well-established internal and external audits, Finance Committee and BOM effectively monitor optimum utilization of Resources in a time-bound manner. The institution mobilizes its funds effectively for student's curricular and co-curricular activities, staff development, learning resources and infrastructure augmentation.

Institutional Values and Best Practices

The institution provides equal opportunity for men and women in education and employment. Every year,

the women cell organizes programs to sensitize the students on gender equity. There is separate common room for women and men. To protect and avoid any unfortunate situation on the campus, the Campus has a very prompt and vigilant security system with CCTV surveillance at strategic locations & multiple checks at entry points for people and vehicles. Identity cards are mandatory for every person. Mentoring system deals with any issues in student's life. Identity cards are mandatory for every person entering and exiting the main gate, at all times outsiders have to enter in register and are checked by security staff & entry is taken. 24x7 ambulance services are made available within the campus in case of emergency.

The campus has organic waste composting plant measuring about 2000 Sq. ft. The institute has its own Sewage Treatment Plant (STP) Project of 1000 cum/ day capacity, the treated waste water is used for gardening in the campus thus reducing the dependence on fresh water source for gardening and maintaining greenery around the campus. This project reuses treated water for landscape irrigation purpose of around 9500 Sqm. The Solid biodegradable waste is composted and used as manure in landscaping. Plastic waste is banned. The Institute regularly organizes activities for inculcating the values of tolerance, and harmony towards cultural diversities. A free ride is offered from the Foundation main gate to the hospital for all staff, students, patients and visitors. The institute has best practices; among them Earn While You Learn: This scheme helps students for supporting their living expenses. In past five years 172 students have benefited from this scheme. Solar Plant – Empowering Future with Solar Energy: To minimize the expenses on electricity, to avail uninterrupted electricity and to maintain an eco-friendly campus, the institute installed a solar plant this led to a huge variation in electricity bill after installation. Our institution is distinctive in extension activities and Green Campus Initiatives.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DR. VITHALRAO VIKHE PATIL FOUNDATION'S COLLEGE OF NURSING, OPP. GOVT. MILK DAIRY, VADGAON GUPTA, POST- MIDC, AHMEDNAGAR
Address	DR. VITHALRAO VIKHE PATIL FOUNDATIONS COLLEGE OF NURSING, OPP. GOVT. MILK DAIRY, VADGAON GUPTA, POST- MIDC, AHMEDNAGAR
City	AHMEDNAGAR
State	Maharashtra
Pin	414111
Website	https://vimscon.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Pratibha Arun Chandekar	0241-2778042	8554990225	0241-277978 2	dvvpfconahmednag ar@gmail.com
IQAC / CIQA coordinator	Amol Chandrabhan Temkar	0241-2777059	9130091846	0241-277978 2	amoltemkar09@gm ail.com

Status of the Institution	
Institution Status	Private and Self Financing
Institution Fund Source	No data available.

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	22-07-2005

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	University name	Document
Maharashtra	Maharashtra University of Health Sciences	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
INC	View Document	17-01-2023	12	

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the college recognized for its outstanding performance by national or international agencies such as DSIR, DBT, ICMR, UGC-SAP, AYUSH, WHO, UNESCO etc.?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	DR. VITHALRAO VIKHE PATIL FOUNDATIONS COLLEGE OF NURSING, OPP. GOVT. MILK DAIRY, VADGAON GUPTA, POST-MIDC, AHMEDNAGAR	Rural	18.51	28750

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc Nursing, B Sc Nursing	48	HSC	English	50	49
UG	BSc Nursing, Post Basic B Sc Nursing	24	GNM	English	30	30
PG	MSc Nursing ,Medical Surgical Nursing	24	BSc NURSING AND PBBSc NURSING	English	4	4
PG	MSc Nursing ,Mental Health Nursing	24	BSc NURSING AND PBBSc NURSING	English	8	8
PG	MSc Nursing ,Community Health Nursing	24	BSc NURSING AND PBBSc NURSING	English	4	4
PG	MSc Nursing ,Obstetrics And Gynecological Nursing	24	BSc NURSING AND PBBSc NURSING	English	5	5
PG	MSc Nursing, Child Health Nursing	24	BSc NURSING AND PBBSc NURSING	English	5	5

Position Details of Faculty & Staff in the College

**Self Study Report of DR. VITHALRAO VIKHE PATIL FOUNDATION'S COLLEGE OF NURSING, OPP. GOVT.
MILK DAIRY, VADGAON GUPTA, POST-MIDC, AHMEDNAGAR**

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	3				5				9			
Recruited	1	2	0	3	2	2	0	4	4	5	0	9
Yet to Recruit	0				1				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	4	0	0	4
Yet to Recruit	0				0				0			
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				17				0			
Recruited	0	0	0	0	7	10	0	17	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				35
Recruited	21	14	0	35
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	2	0	0	0	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	2	2	0	4	5	0	14
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	3	0	0	0	0	5
UG	0	0	0	5	7	0	0	0	0	12

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	10	8	0	18
Number of Emeritus Professor engaged with the college?	Male	Female	Others	Total
	0	0	0	0
Number of Adjunct Professor engaged with the college?	Male	Female	Others	Total
	0	0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	110	0	0	0	110
	Female	143	0	0	0	143
	Others	0	0	0	0	0
PG	Male	10	0	0	0	10
	Female	19	0	0	0	19
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	5	4	18	8
	Female	24	27	13	30
	Others	0	0	0	0
ST	Male	1	1	1	0
	Female	1	2	1	2
	Others	0	0	0	0
OBC	Male	13	8	10	11
	Female	10	6	10	11
	Others	0	0	0	0
General	Male	6	11	4	10
	Female	4	10	13	11
	Others	0	0	0	0
Others	Male	17	13	11	8
	Female	15	11	7	5
	Others	0	0	0	0
Total		96	93	88	96

General Facilities	
Campus Type: DR. VITHALRAO VIKHE PATIL FOUNDATIONS COLLEGE OF NURSING, OPP. GOVT. MILK DAIRY, VADGAON GUPTA, POST-MIDC, AHMEDNAGAR	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes
• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	304
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	466
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	Yes
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes

• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	School facility for children's of the faculty.

Hostel Details
Hostel Type
* Boys' hostel
* Girls's hostel
* Overseas students hostel
* Hostel for interns
* PG Hostel

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Institute follows multi-disciplinary / Interdisciplinary approach in teaching and learning process. Our curriculum includes courses which are implemented by involving various disciplines e.g., Hypertension topic includes Medicine, Pharmacology, Pathology etc. departments in teaching and learning. Sociology & English are also taught by people specialized in
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	those topics. Nursing foundation course is taught by various departments inside the Institute. In every subject teachers of related disciplines are included in teaching.
2. Academic bank of credits (ABC):	As per the new syllabus promulgated by the Indian Nursing Council, the Institute has implemented the Credit System from 2021 onwards. The credit system is subdivided under 3 categories namely- theory, lab and practical for different courses. The distribution of credit hours and percentage for theory and practicum (Skill & Clinical) across 8 semesters i.e. Theory (90 hrs.), Lab/Skill lab (15hrs), Clinical (36hrs) i.e., total (141 hrs.).
3. Skill development:	Various skills are taught to the students such as the administrative skill wherein the students learn managerial skill like ward management, drug check, etc., and professional skills like clinical skills are taught to the students. Value added courses are added to inculcate the soft skills like Critical thinking, Communication, Motivation, Stress management, etc.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The students are well versed with the native language Marathi and also knows the national language Hindi. Students are taught basics of Ayurveda and Yoga in the curriculum at various stages. Various interactive sessions are arranged for the students.
5. Focus on Outcome based education (OBE):	The Outcome Based Education is practiced in the Institute. The Course Outcome & Program Outcome are communicated to the students. There are total 13 program outcomes and 52 course outcomes for BSc nursing program, 10 program outcomes and 46 course outcomes of P.B.B.Sc nursing program and 8 program outcomes and 35 course outcomes of MSc Nursing program. The mapping of Course Outcome & Program Outcome is done timely for various courses and programs.
6. Distance education/online education:	Teaching & learning is extended outside the classroom. Various teaching & learning activities are made available for the students on you tube and various learning links are shared to add on to the knowledge of the students. The institute also organizes various webinars and conferences online. During COVID pandemic students and faculty have done various WHO certificate courses to enhance the knowledge and skills regarding various aspects of corona virus. The institute also motivates students to

do online courses.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Electoral Literacy Clubs is being set up in the college to promote electoral literacy in all age groups of citizens of the community through engaging and interesting activities and hands-on experience but in an apolitical, neutral, and non-partisan manner. The club have students from all the semesters as its members. It consists of 1-Nodal Officer, 1- Mentor, two girls, and one boy as a cast-wise student representative. Objectives: - 1. To educate the targeted populations about voter registration, the electoral process, and related matters through hands-on experience. 2. To facilitate EVM and VVPAT familiarization and education about the robustness of EVM as well as the integrity of the electoral process using EVMs. 3. To help the target audience understand the value of their vote and exercise their suffrage right in a confident, comfortable, and ethical manner. 4. To harness the potential of the ELC members for carrying electoral literacy in communities. 5. To facilitate voter registration for its eligible members who are not yet registered. 6. To develop a culture of electoral participation, maximize informed and ethical voting, and follow the principles of 'Every vote counts' and 'No Voter to be Left Behind'</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Faculty member are appointed by the college as a co-ordinator of Institutional Electoral Literacy Club. The electoral literacy club is functional through the coordination of ELC club co-ordinator and head of the institute. The Electoral Literacy Club is representative in character, including representatives from both genders and students from urban and rural areas. Students from various underprivileged societies, SC / ST, etc.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of</p>	<p>Students have undertaken various innovative programs and participated in the voter registration of other students and also encouraged various unregistered voters from the locality to register as voters. An awareness program campaign has been arranged in Snehalaya, Matoshri old age home.</p>

<p>poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Few students who are already registered voters were allotted research projects/surveys about the electoral process and democracy in India. Certain students are being motivated to publish papers highlighting their contribution to advancing democratic values in college magazines both in Marathi and English.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>So far, out of the students enrolled in our college, 30 % are not yet registered as voters. Hence the college has made efforts through the Electoral Literacy Club to explain to the students the importance of the democratic process. In this process, most of the students were taught how to register as voters, and our nodal Officer explained to all the students the method of registration and confirmed that they registered at the same time.</p>

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
282	283	291	276	242
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.2

Number of outgoing / final year students year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
75	91	68	74	55
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.3

Number of first year Students admitted year-wise in last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
96	93	90	96	68
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2 Teachers

2.1

Number of full time teachers year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
27	19	16	13	15
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2.2

Number of sanctioned posts year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
34	34	34	34	34
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

3 Institution

3.1

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
93.21	142.97	96.51	67.51	54.64
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning, delivery and evaluation through a well defined process as prescribed by the respective regulatory councils and the affiliating University.

Response:

The institute ensures to execute the curriculum prescribed by the regulatory body, INC, and the affiliated university MUHS Nashik.

Curriculum Planning-

The apex regulatory body (INC) conceptualizes and designs the syllabus, which is then reviewed, verified, and published on the website through a gazette notification.

The MUHS adopts the curriculum given by the INC, gets it approved along with modifications suggested by the BoS and academic council then communicates to the affiliated colleges for implementation through its website and notifications. The college follows the curriculum guidelines from MUHS and INC, which are displayed on the college website. Periodic guidelines, notifications, and suggestions from the above authorities are included in the curriculum of UG & PG programs.

The Institute conducts regular meetings of the College Curriculum Committee where all curricular aspects of the UG & PG curriculum are discussed. Specific suggestions and inputs are conveyed to the MUHS to be placed before the BoS.

Effective delivery:

For academic improvement and a recent update on the subjects, the institute encourages and supports teaching faculty to attend workshops, continuing nursing education, and conferences at all levels.

The Institute follows a participative and self-learning promotion pattern in academics. Teaching faculty use different teaching learning strategies; such as assigning case studies, case presentations, group discussions, role plays, group assignments, and hands-on training. These methods of teaching and learning help to improve the confidence communication and critical thinking among the students. The faculty uses interactive, innovative, and ICT-based teaching-learning methods, where webinars, online lectures, power point presentations are delivered to the groups of UG and PG students periodically.

All departments organize field visits for UG and PG students. During clinical posting, students conduct history collection and physical examination, assist in specific therapies, and process recording. The Institute has adopted various student-centric methods like integrated teaching, microteaching, case-based

learning, problem-based learning, bedside clinics, skills lab, soft skills, working in OPD clinics, and community visits, where they learn to care for patients. Communication skills and presentation skills are intensified through seminar presentations and clinical presentations during regular academic activities.

The quality control unit (IQAC), along with the college council, also helps in curriculum delivery and evaluation of students of undergraduate and postgraduate courses. Subject-wise teaching faculty suggests changes in the academic delivery process.

Evaluation:

For better preparation of students, regular class tests are conducted. The internal assessment examinations (Midterm and Prefinal) and the university examinations (summer and winter) are the major tools for the evaluation of the teaching-learning of students. After the internal examination parents meeting are conducted to communicate the progress of the students.

Feedback is obtained from all stakeholders, including students, alumni, teachers, parents, employer/Management and professionals. The college curriculum committee periodically evaluates and discusses this feedback and accordingly makes changes in the execution of the curriculum.

File Description	Document
Any additional information	View Document
Link for Minutes of the meeting of the college curriculum committee	View Document
Link for any other relevant information	View Document

Other Upload Files	
1	View Document
2	View Document

1.1.2

Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. (Restrict data to BoS /Academic Council only)

Response: 2.07

1.1.2.1 Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	1

File Description	Document
Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for details of participation of teachers in various bodies	View Document
Link for additional information	View Document

1.2 Academic Flexibility

<p>1.2.1</p> <p>Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years</p> <p>Response: 68.7</p>	
<p>1.2.1.1 Number of inter-disciplinary /inter-departmental courses /training offered during the last five years</p> <p>Response: 158</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programs during the last five years</p> <p>Response: 230</p>	
File Description	Document
Minutes of relevant Academic Council/BoS meetings	View Document
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	View Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document
<p>1.2.2</p>	

Average percentage of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the last five years

Response: 41.57

1.2.2.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
128	130	110	101	102

File Description	Document
Institutional data in prescribed format	View Document
Details of the students enrolled in subject-related Certificate/Diploma/Add-on courses	View Document
Any additional information	View Document
Link for additional information	View Document

1.3 Curriculum Enrichment

1.3.1

The Institution integrates cross-cutting issues relevant to gender, environment and sustainability, human values, health determinants, Right to Health and emerging demographic issues and Professional Ethics into the Curriculum as prescribed by the University / respective regulative councils

Response:

The institute integrates cross-cutting issues in different courses, which is implemented by all the departments through the curriculum prescribed by the INC and MUHS (Nashik).

Gender:

The institute has been sensitive to the upliftment of students and doesn't discriminate based on gender by having a healthy academic and social environment. Gender sensitization programs are regularly conducted under the National Service Scheme (NSS). The Community Health Nursing Department teaches the students topics such as gender-sensitive issues, female feticide, menstrual hygiene, equal property rights, Women's role and status and its impact on family, dowry, the importance of a girl's education, sexual harassment, and women's empowerment. The Institute celebrates International Women's Day by organizing lectures by eminent personalities.

The institute follows **VISHAKHA** guidelines as per the Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act 2013 and has a committee that addresses any complaints regarding harassment and the safety of women & girls.

Environment & Sustainability:

Environmental awareness and sustainability programs are regularly conducted through the NSS and the Community Health Nursing Department. Keeping the importance of the environment and its sustainability in view, various steps have been taken by the institute to sensitize the students by promoting the "go green" initiatives.

Human values:

The institute always believes in preparing the students to be good human beings. The Institute inculcates appropriate language, behavior, and expressions for respectful interpersonal relationships among colleagues and while providing nursing services. Under the nursing foundation, human values are taught in the first year before placing them in the hospital for clinical experience. The college has an active anti-ragging cell to ensure a ragging-free environment.

Health determinants:

As per the curriculum prescribed by the university, under the community health nursing department, the following topics are covered: aspects of health determinants like income and social status, social support networks, education and literacy, employment/working conditions, social environments, physical environments, personal health practices, coping skills, healthy child development, biology and genetics endowment, and health services.

Right to health

Health is a fundamental right guaranteed to every citizen of India under **Article 21 of the Indian Constitution**. Programs and workshops are conducted for students to explain the right to health along with nutrition, lifestyle, environment, and genetics, which are considered core determinants and the four pillars of health.

Demographic issues:

Demographic issues such as population explosion, distorted male-female ratio, and a population pyramid, as well as urban-rural disproportionate growth and its imbalance on health infrastructure, are taught as a part of the community health nursing syllabus and through workshops, seminars, and programs involving the community.

Professional ethics:

Graduates are prepared to become exemplary citizens by adhering to the code of ethics and to professional conduct at all times in fulfilling personal, social, and professional obligations by respecting human differences and the diversity of the population within the society and providing ethical care with respect and dignity, and protecting their rights. The Mental health nursing department provides the necessary leadership in this regard.

File Description	Document
Link for any other relevant information	View Document
Link for list of courses with their descriptions	View Document

1.3.2

Number of value-added courses offered during the last five years that impart transferable and life skills.

Response: 8

1.3.2.1 Number of value-added courses offered during the last five years that impart transferable and life skills.

Response: 08

File Description	Document
List of-value added courses	View Document
Institutional data in prescribed format	View Document
Brochure or any other document related to value-added course/s	View Document
Any additional information	View Document
Links for additional information	View Document

1.3.3

Average percentage of students enrolled in the value-added courses during the last five years

Response: 88.63

1.3.3.1 Number of students enrolled in value-added courses offered year-wise during the last five years that impart transferable and life skills

2021-22	2020-21	2019-20	2018-19	2017-18
279	231	260	225	222

File Description	Document
Institutional data in prescribed format	View Document
Attendance copy of the students enrolled for the course	View Document
Any additional information	View Document
Link for additional information	View Document

1.3.4

Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)

Response: 100

1.3.4.1 Number of students undertaking field visits, clinical, industry internships, research projects, industry visits, community postings

Response: 282

File Description	Document
Scanned copy of filed visit report with list of students duly attested by the Head of the institution to be provided	View Document
Institutional data in prescribed format	View Document
Community posting certificate should be duly certified by the Head of the institution	View Document
Any additional information	View Document
Links to scanned copy of completion certificate of field visits/Clinical / industry internships/research projects/industry visits/community postings from the organization where internship was completed	View Document
Link for additional information	View Document

1.4 Feedback System

1.4.1

Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders. Structured feedback received from:

1. Students
2. Teachers
3. Employers
4. Alumni
5. Professionals

Response: A. All of the above

File Description	Document
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	View Document
Sample filled in Structured Feedback to be provided by the institution for each category claimed in SSR	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

1.4.2

Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:

Response: D. Feedback collected

File Description	Document
Stakeholder feedback report	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
Link for additional information	View Document

Other Upload Files

1	View Document
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Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.

Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 89.17

2.1.1.1 Number of students admitted from the reserved categories as per GOI or State Government norms year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
23	23	24	21	16

2.1.1.2 Number of seats earmarked for reserved categories as per GOI or State Govt. norms year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
24	24	24	24	24

File Description	Document
Institutional data in prescribed forma	View Document
Final admission list published by the HEI	View Document
Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)	View Document
Any additional information	View Document
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.	View Document
Admission extract submitted to the state OBC, SC and ST cell every year.	View Document
Link for Any other relevant informatio	View Document

2.1.2

Average percentage of seats filled in for the various programmes as against the approved intake

Response: 93.54

2.1.2.1 Number of seats filled-in for various programmes offered by the College as against the approved intake during the last five years:

2021-22	2020-21	2019-20	2018-19	2017-18
96	93	96	96	68

2.1.2.2 Number of approved seats for the same programme in that year

2021-22	2020-21	2019-20	2018-19	2017-18
96	96	96	96	96

File Description	Document
The details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same	View Document
Institutional data in prescribed format	View Document
Any other relevant information	View Document

2.1.3

Average percentage of Students admitted demonstrates a national spread and includes students from other states

Response: 0.22

2.1.3.1 Number of students admitted from other states year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	1	0	0

File Description	Document
List of students enrolled from other states year-wise during the last 5 years	View Document
Institutional data in prescribed format	View Document
E-copies of admission letters of the students enrolled from other states	View Document
Copy of the domicile certificate as part of the from other states and countries and/or Previous degree/Matriculation / HSC certificate from other state or country	View Document
Any other relevant information	View Document

2.2 Catering to Student Diversity

2.2.1

The Institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and slow performers

The Institution:

- 1. Follows measurable criteria to identify slow performers**
- 2. Follows measurable criteria to identify advanced learners**
- 3. Organizes special programmes for slow performers**
- 4. Follows protocol to measure student achievement**

Response: D. Any one of the above

File Description	Document
Institutional data in prescribed format	View Document
Criteria to identify slow performers and advanced learners and assessment methodology	View Document
Consolidated report of special programs for advanced learners and slow learners duly attested by the Head of the Institution	View Document
Any other information	View Document
Link for any relevant information	View Document

2.2.2

Student - Full- time teacher ratio (data of preceding academic year)

Response: 10.44

File Description	Document
List of students enrolled in the preceding academic year	View Document
List of full time teachers in the preceding academic year in the University	View Document
Institutional data in prescribed format (data Templates)	View Document

2.2.3

Institution facilitates building and sustenance of innate talent /aptitude of individual students (extramural activities/beyond the classroom activities such as student clubs, cultural societies, etc)

Response:

The paradigm shift in teaching learning by using blended learning, online classes, webinars, guest lectures by experts all these methods lead in all round development of the students. Nurturing innate talent and differential learning aptitude is facilitated not only by classroom teaching but beyond classroom activities through various clubs where students showcase their talent and learn teamwork and leadership. Inter-collegiate and inter-university sports competitions participation is encouraged.

1. STUDENT SPORTS CLUB

To develop health and fitness among students through annual sports day is observed. Every Year annual sports meet is conducted, which includes various events. Such as 100, 200 meter running, Kabbadi, badminton, cricket, Kho-Kho, chess, carrom, volleyball, and table-tennis competition. In addition, students participate in inter-collegiate and inter-university sports competitions

2. CULTURAL ACTIVITIES

Institute organizes annual gathering, and students actively participate. All the events have a particular theme and are unique. The events include individual and group dance, singing, playing different types of instruments, drama, Mehndi, face painting, etc

3. NATURE CLUB

The Institution has initiated a Nature club to raise students' awareness of the different ecological issues crucial for human survival. Furthermore, it aims to teach youngsters love and respect for nature, which will help develop global viewpoints. Various initiatives, such as tree plantation and creating non-vehicle zone in the campus, have been undertaken. Students prepare bird feeders in the college campus to attract the birds.

5. SOCIAL CLUB

The extramural activities and beyond-the-classroom activities are fostered in students by encouraging them to participate in various student clubs and NSS activities through the college platform, which is trying to serve society by making social awareness through health education, hygiene, and geriatric care which instills social commitments in them.

Observe National and World Days

To gain insights about the various national health programs institute organizes and observes the health program by conducting health awareness activities; the students actively participate in activities such as National Blood Donation Day, a Blood Donation drive undertaken in collaboration with Dr.Vikhe Patil Memorial Hospital blood bank and 17 blood bag blood collections was done. Children's Day is celebrated every year by undertaking various health awareness activities for school children, every year World Health Day is celebrated, and based on the theme health awareness program is undertaken

, World heart day, 21st

June is observed as International Yoga Day; students participate and perform Yoga, World Diabetic Day, and International Kidney Day. Various health days were observed through health awareness activities, Republic Day, Nurses Day, MUHS Foundation Day, and Independence Day, the "Azadi Ka Amrit

Mohatsav" celebration, with enthusiasm.

Swachh Bharat Abhian & Swachta Pakhwada (Clean India)

To inculcate good health habits of cleanliness of the environment, students and faculties observing Swachhata Pakhawada by participating in field activities. Swachhata Abhiyan is carried out in the old age home and Vadogoan Gupta Village.

Annual college magazine: This provides the platform for the students to write articles in English, Hindi and Marathi language, poems and artwork to exhibit their innate talent.

File Description	Document
Link for Appropriate documentary evidence	View Document
Link for any other relevant information	View Document

2.3 Teaching- Learning Process

2.3.1

Student-centric methods are used for enhancing learning experiences by:

- **Experiential learning**
- **Integrated/interdisciplinary learning**
- **Participatory learning**
- **Problem solving methodologies**
- **Self-directed learning**
- **Patient-centric and Evidence-Based Learning**
- **Learning in the Humanities**
- **Project-based learning**
- **Role play**

Response:

1. Experiential Learning:

The students are posted in OPDs, wards, ICUs, OT, and urban and rural health centres to obtain clinical skills. Students practice history collection from patients, physical examination, formulating nursing diagnosis, and providing evidence-based nursing care to the patients. Experiential learning through internships, field visits, and projects is facilitated.

2. Integrated Learning / Interdisciplinary learning

The five departments (medical surgical nursing, child health nursing, mental health nursing, community health nursing, and OBGY) carefully plan integrated curricular and co-curricular activities. Dr. VVPF's

Medical College constituent departments conduct classes for the students. The interdisciplinary activities such as expert lectures by the medical college, best clinical practice and research methodology workshops by the College of Physiotherapy, and guest lectures on personality development by IBMRD College.

3. Participatory learning

Participatory learning helps the students to gain real-life experiences by taking part in various activities such as journal club, small group discussions on various drugs and clinical investigations, seminars, case discussions, case studies, attending clinical rounds, field visits organized, and preparation of therapeutic diet in a group for different diseases conditions, which provide an opportunity to acquire practical experience by observing and doing.

4. Problem-Solving Methodologies

A problem-solving approach is used to develop analytical skills. Clinical case scenarios (PBL) help the students to develop problem-solving abilities with logical thinking and its practical applications in patient care. Various PBL scenarios are prepared and given group activity. After identifying the problem, concept mapping and literature review to plan necessary intervention is done to evaluate the outcome.

5. Self-directed Learning

The students are given library hours, seminars, projects, journal clubs, clinical case studies, and PBL, where they set learning goals and identify human and material resources. Finally, choose appropriate strategies and present the learning outcome.

6. Patient Centric and Evidence-based Learning

Students undertake case studies, do case presentations, and compare the findings with literature, including history collection, physical examination, laboratory investigation, and management of (medical/surgical nursing) patients. In addition, students learn about recent advances in healthcare practice based on the evidence published in research articles.

7. Learning in humanities

Basic humanity is an innate capacity for interest in the well-being of others. We organize various activities in Sociology, Ethics such as a guest lecture on nursing ethics and social issues, gender equality, and law regarding cybercrime. The lectures on counselling and guidance are organized for the students.

8. Project-based learning

The UG students are allotted group projects, and PG students do individual projects. The faculty act as a facilitator to accomplish the project work. For research, students prepare synopsis presentations in the IRC and IEC. Then under the guidance of the allotted guide, they complete the research project and submit a soft copy to the university within a stipulated time..

9. Role Play

Students perform role play based on clinical & sociological issues in the community like HIV AIDS, personal hygiene, gender issues, etc. These role plays have a very good impact on the community for creating awareness and behavioural change.

File Description	Document
Link for learning environment facilities with geotagging	View Document
Link for any other relevant information	View Document

2.3.2

Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning

The Institution:

- 1.Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines.**
- 2.Has advanced simulators for simulation-based training**
- 3.Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning.**
- 4.Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning**

Response: A. All of the above

File Description	Document
Report on training programmes in Clinical skill lab/simulator Centre	View Document
Proof of patient simulators for simulation-based training	View Document
Proof of Establishment of Clinical Skill Laboratories	View Document
Institutional data in prescribed format	View Document
Geotagged Photos of the Clinical Skills Laboratory	View Document
Details of training programs conducted and details of participants.	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.3

Teachers use ICT-enabled tools for effective teaching and learning process, including online e-resources

Response:

Learning Management System (LMS) & E-Learning Resources:

To make the teaching-learning process more effective ICT enabled tools are helpful. Teachers use various multimedia.

- For planning and preparation of master rotation plan, clinical rotations plan, preparation of lab manuals, and questions bank
- The ICT-enabled classroom has internet facility. Faculty use LCD projectors, Overhead Projectors, laptops, and classrooms with internet facility.
- Faculty commonly use PowerPoint presentations to enhance the comprehension of students.
- Seminar hall, auditorium, and Conference Hall equipped with multimedia facilities using ICT tools where invited talks and webinars, and group activities are conducted using ICT facilities.
- Accessible Wi-Fi facilities in the campus help students to access the learning material.
- Institute has Del-net software which the faculty use for the teaching-learning process.
- Students are encouraged to refer to books, Journals, e-journals, e-books available in the library, and e-PG Pathshala for various modules, e-textbooks, and videos. In addition, online research journals and computer facilities are available in the library to access the e-research journals.
- The college is attached to the central library, which provides remote access to e-resources. Students can also access material in print, non-print, or online National and International databases.
- Developing e-content sessions is organized for the faculty. We are developing e-content faculty

using Google platform. Video-assisted teaching is used for better comprehension and is installed in the central library.

- Faculty and students can access The USB Hard disk which contains offline video courses from NPTEL & MUHS. Creativity and innovation is used in teaching learning by developing e-content.
- The students are using information & Communications Technology for their classrooms/practice teaching and seminar presentations,
- Faculty and students use different ICTs like audio/visual material, printed material, and computers for presentation and demonstration. In addition, 2D animations are commonly used for teaching the learning process.
- Online tests (For Multiple choice questions) were conducted through 'Google Forms software,' and individual faculty used the zoom app to share knowledge and assessment.
- Dissertation copies and Manuscripts for publications had routinely scanned with Urkund software for plagiarism checks.
- To understand the utilization of e-resource material, the in-house training program has been organized for postgraduate students and faculties.
- Faculty uses social media for communicating to students groups, zoom, Google Classroom, and email to teach learning content and evaluation.
- Teachers and students use MUHS online portal to upload research dissertations and evaluations. In addition, faculty uses an online portal for uploading internal assessment marks at MUHS Nashik.

Academic Management System

A web-based system enables automation and streamlining of all the institution's academic activities. This AMS helps to meet the needs of various cadres like a Principal, Professors, Heads of the departments, Research Guides, Teachers, students, and administrative staff to overcome the challenges in the admission process. A unified learning platform allows the teacher to deliver streamlined and integrated learning activities to manage academic issues like an online student and faculty registration, allocating subjects for various courses to the faculty, student attendance, sharing online teaching learning content, internal assessment marks entry and submission of marks to the university.

File Description	Document
File for list of teachers using ICT-enabled tools (including LMS)	View Document
File for details of ICT-enabled tools used for teaching and learning	View Document
Link for any other relevant information	View Document
Link for webpage describing the “LMS/ Academic Management System”	View Document

2.3.4

Student :Mentor Ratio (preceding academic year)

Response: 10.07

2.3.4.1 Total number of mentors in the preceding academic year

Response: 28

File Description	Document
Log Book of mentor	View Document
Institutional data in prescribed format	View Document
Copy of circular pertaining the details of mentor and their allotted mentees	View Document
Approved Mentor list as announced by the HEI Allotment order of mentor to mentee	View Document
Any other relevant information	View Document
Link for any other information	View Document

2.3.5

The teaching learning process of the institution nurtures creativity, analytical skills and innovation among students

Response:

Creativity, analytical and innovative skill enables students to solve complex problems to approach the task. Therefore, apart from the regular lectures following, innovative approaches were used by the departments.

Creativity: Creativity is fostered through case-based learning, chart-based learning, and poster and model competition.

- **Group Project:** Students' creativity skills are nurtured through the model-making activity. All departments conduct the complete conduct. All department students' model-making explore ideas, prepare models in the group, and disseminate them through the exhibition.
- **Simulation and case-based learning:** Nursing students are exposed to simulation-based learning from the first year onward, and case scenarios are prepared. In the skill or simulation laboratories, nursing procedures are demonstrated to the students to experience the environment they will face in the clinical practice. Students apply creativity in providing nursing care. After exposure to the skill laboratories, students are posted in the clinical where case-based learning through case studies and clinical case presentations is done by students.
- **Poster exhibition:** Theme-based Poster presentation competitions are organized and for creating health awareness poster exhibition is organized by the students in community extension activity.

Students apply creative ideas and prepare posters.

- **Chart:** Different types of charts, flow diagrams, and graphs are used for illustration, which enhances comprehension.
- **Use of video-assisted learning:** Students use video and animation to make difficult subjects simpler for concept clarity.
- **Nutrition Practical:** Student's activity participation and creativity demonstrate their talent during nutrition practical. The students prepare various therapeutic diets for different disease conditions and also exhibit a healthy diet for all age groups.

1. Analytical skill

Debate: Debate helps the students to examine the issues critically and to make reasoned and well-thought-out discussions. Debates on various topics, such as single-use plastic, will help improve environmental sustainability. Students collect, organize, analyse the information, and communicate effectively during discussions.

Quiz: Quiz competitions are organized for students to make learning an enjoyable experience. Quiz competition on different topics such as breastfeeding, drugs ect. this helps students to update their knowledge.

Seminar: Every student is assigned a seminar topic, and a presentation schedule is displayed. Students present the seminar in class, which helps to improve in-depth learning. It also aids in increasing group interaction.

Journal Club: It is conducted by faculty and postgraduate students and gives them a forum to discuss recent updates on various teaching-learning methodologies, patient care, and health sciences research.

Facilitative peer group Learning: group of students is selected and trained by the faculty, and these groups act as facilitators for demonstrations of nursing procedures for the peer group.

Laboratory setting: various well-equipped labs with equipment and simulators help students to gain hands-on experience.

1. Innovative skill:

Creativity and innovation have strong links with knowledge and learning. Students are encouraged to show their innovative ideas and increase their knowledge, skill, and attitude in a specific context. Innovative learning by use of the digital library by the students. e.g. PG Students have developed self-instructional modules for caregivers—developing valuable and practical questionnaires for data collection.

File Description	Document
Link for appropriate documentary evidence	View Document
Link for any other relevant information	View Document

2.4 Teacher Profile and Quality

2.4.1

Average percentage of fulltime teachers against sanctioned posts during the last five years

Response: 52.94

File Description	Document
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/translated in English)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Links for additional information	View Document

2.4.2

Average percentage of fulltime teachers with Ph.D./D.Sc./ D.Lit./DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils /Affiliating Universities.

Response: 4.33

2.4.2.1 Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered.

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Copies of Guideship letters or authorization of research guide provide by the the university	View Document
Any additional information	View Document
Link for additional information	View Document

2.4.3

Average teaching experience of fulltime teachers in number of years (preceding academic year)

Response: 7.22

2.4.3.1 Total teaching experience of fulltime teachers in number of years (cumulative experience)

Response: 195

File Description	Document
Institutional data in prescribed format	View Document
Consolidated Experience certificate duly certified by the Head of the insitution	View Document
Any additional information	View Document
Link for additional information	View Document

2.4.4

Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years

Response: 84.52

2.4.4.1 Number of teachers trained for development and delivery of e-contents / e-courses year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
20	18	10	11	16

File Description	Document
Institutional data in prescribed format	View Document
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	View Document
Any additional information	View Document
Web-link to the contents delivered by the faculty hosted in the HEI's website	View Document
Link for additional information	View Document

2.4.5

Average Percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years

Response: 0

2.4.5.1 Number of fulltime teachers who received awards and recognitions for excellence in teaching and student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / *academies* during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-Copies of award letters (scanned or soft copy) for achievements	View Document
Any additional information	View Document
Link to additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1

The Institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation and ensures that it is robust and transparent

Response:

Academic Calendar

During College Council meetings under the Chairmanship of the Principal, the evaluation process is finalized by adhering to and necessary academic calendar that includes both formative and summative assessments. The academic calendar is prepared before the commencement of the academic year and has details of master rotation, clinical rotation, class work schedule, internal and external examination schedule, holidays, and co-curricular activities. The class coordinator prepares year wise tentative outline of the academic calendar, and approval is obtained in the academic council meeting. The academic calendar is communicated to all the students on the day of opening, the whole year schedule is displayed on the classroom notice board, circulated on the academic social media group for student reference, and the same is displayed on the college website.

Information on Continuous Internal evaluation

a. Timetable Notification

The internal assessment timetable is prepared one month prior to the examination with details consisting of course name, date, and time. The syllabus and examination pattern are notified to students on the social media group. Internal assessment examination notification is displayed on the notice board and notified on social media for students.

The internal assessment schedule is followed as per the academic calendar if any changes are informed to the students by the class coordinator. The students are given adequate time and well informed through group /displayed on the Notice board.

b. Conduct of Internal examination

Conduct of Internal examination as per the university guideline. The assessment is done by senior faculty and randomly checked by HOD. Examination Department asks for Question paper setting requests through email, after setting the question paper it is sent through email and on the examination day the paper print is handed over to the supervisor and he/she collects exam material from the Examination coordinator and conducts the internal examination. The supervisor takes rounds and is vigilant.

The continuous internal assessment examination is done as per the scheduled course curriculum (weekly or monthly). Other than Midterm, Prefinal examination, and

unit tests, there are other ways, such as

Assignments, journals, reports, Projects, clinical evaluations, etc., as per the course requirements on which students are evaluated. CIE is done on time, and feedback is provided to the students. At the end of the term end the students are allowed to check the marks allotted to them in their internal assessment and a signature is also obtained on the Internal assessment result sheet.

Evaluation Method

Within 15 days, the department's senior faculty will conduct an evaluation, and the results will be displayed on the notice board in due course. Remedial classes are organized for students who are performing poorly on the test, and a retest is administered to provide the student another chance to perform better.

After the result, the parent-teacher meeting is arranged where parents are informed of their student's progress, and answer books are shown. After showing the students their assigned marks and getting their signatures, the HODs and the Principal then approve the final mark list.

File Description	Document
Link for academic calendar	View Document
Link for dates of conduct of internal assessment examinations	View Document
Link for any other relevant information	View Document

2.5.2

Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

Matters related to University examination for submission of appeals, providing access to answer Script, provision of re-totaling and provision for re-assessment:

1. Grievance regarding external evaluation by the University :

Sr.No	Grievances before Examination	Mechanism for Redressal of Grievance
1	Late filling of application form of university exam	Students contact Student's Section to resolve difficulties before exams. With late fees and super late fee provision is made.
2	Delay in receiving examination admit card from the University	Students' department notifies the university examination department to release admit card online to distribute to students at the earliest.
3	Wrong entries done by the student in the exam form	University sends the soft copy of exam form to the student section and student section provides new exam

		form to the student.
4	Missing hall ticket	Students request duplicate copies and it is issued to the students to prevent academic loss.
Sr.No	Grievances during Examination	Mechanism for Redressal of Grievance
1	Discrepancy in question paper	Full responsibility lies with center in charge & center observer & acts as per instruction of the university.
2	An issue with the answer booklet	The buffer answer booklet is issued to the student by the junior supervisor along with a detailed report of cancelled answer booklet is put in sealed packet and sent to the university.
3	Any questions that are not on the syllabus or questions that are repeated	The junior supervisor notifies the exam center in-charge, and then the problem is communicated to the university exam section. The students are informed of the correction after receiving from university exam cell during the exam.
4	Any problem with soft wear during Online practical exam Mark entry in university portal	Practical convener inform telephonically to the examination department. Copies of practical exam results and accompanying paperwork are kept confidentially. These are submitted to the university physically.
Sr.No	Grievances after result declaration:	Mechanism for Redressal of Grievance
1	Grievances of totaling of marks and result	The students request photocopy of their answer sheet or re-totaling of their marks. The application is forwarded to university for corrective actions. University action is informed to the student.

Mechanism to deal with Continuous Internal Evaluation at institute level:

1. At the beginning of the academic year, the class coordinators inform the students of predetermined assessment criteria to maintain transparency. The faculty reviews internal assignments as per the schedule. On the final day of clinical posting students receive clinical evaluation reports, faculty meets

with students to discuss results, and prepares a final internal assessment to check for discrepancies.

2. If student submits a grievance to the coordinator in a written application. Grievances are taken promptly and resolved by the teacher; if no, sent to grievances are resolved by this. The committee members prepare a grievance report, which is signed by the students, with internal assessment marks submitted to the university portal. No internal written complaint regarding internal examination has been reported as of yet.

File Description	Document
File for number of grievances regarding University examinations/Internal Evaluation	View Document
File for details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last five years	View Document
File for any other relevant information	View Document

2.5.3

Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.

Response:

The examination system is carried out as per the norms and guidelines prescribed by the MUHS Nashik. The following reforms have been made to improve the examination system.

Examination Procedure:

The two internal examinations are conducted as prescribed by the University. The Examination department appoints the faculties, and they prepare question papers and forward them to the exam department.

The Class coordinator prepares the internal examination timetable, and the syllabus is notified to the students on what's App and displayed on the notice board. The exam department prepares the set of question papers. The exam department makes a photocopy of the question paper, and on the day of the exam, the Junior supervisor collects and distributes it to the students. During Covid, Internal examinations are conducted as per MUHS University guidelines.

At University Examination:

- Online Mark entry of internal assessment is started from 2016-17 on words.
- Online Issuing of Hall Ticket in college log-in portal.

Processes integrating IT:

- Online payment of fees through a centralized payment gateway and Online feeding of internal assessment marks were introduced. University Exam Admit cards can be downloaded and given to the students by the student section.
- Research Synopsis and dissertations of PG students are uploaded through students and college login ID, and PG students get information about the progress of their research synopsis and Dissertation evaluation in students log in.
- A digital entry of marks at Centralized Theory and Practical Assessment Centre: Answer papers are evaluated at CAP centers, using unique software to automatically digitize and upload marks directly from answer books to the University server online.

Uploading

- Marks of practical examination on the same day of the examination in the university portal.
- Checking Plagiarism: Urkund software is used for plagiarism check
- Publication of results on the University Website.

Continuous Internal Assessment (CIA) System:

Continuous internal evaluation is carried out as per the University guidelines. After five months of the first and second terms, two exams are held for both the theoretical and practical components of the respective subjects.

Theory and practical sections have various internal assessment requirements. CIA is done timely as per the completion of subject rotation (weekly or monthly). In case a student is absent for the internal assessment examination, as per the internal exam SOP, measures are taken. The subject-wise performance of a student is evaluated.

Competency-based assessment-

Competency-based assessment is planned by the class coordinator, and as per the blueprint (course-wise), it is done. Supervisors assess students for the competencies on-site, using evaluation forms, and faculty gives the score.

Bedside Clinical Assessment

Students are assessed at the bedside in clinical areas like OPDs' Wards, OT, ICU, etc. The procedures and other assignments (as per the course) of the students are evaluated by the faculty by using comprehensive evaluation forms.

Self Assessment-

Seminar, group discussion, quiz, and debate to evaluate the performance of participants.

OSCE/OSPE –

OSCE/ OSPE is conducted in practical examination to increase the objectivity of assessment and to make students competent and fit to practice independently.

File Description	Document
Link for any other relevant information	View Document
Link for Information on examination reforms	View Document

Other Upload Files	
1	View Document
2	View Document
3	View Document

2.5.4

The Institution provides opportunities to students for midcourse improvement of performance through specific interventions

Opportunities provided to students for midcourse improvement of performance through:

- 1. Timely administration of CIE**
- 2. On time assessment and feedback**
- 3. Makeup assignments/tests**
- 4. Remedial teaching/support**

Response: A. All of the above

File Description	Document
Re-test and Answer sheets	View Document
Policy document of the options claimed by the institution duly signed by the Head of the Institution	View Document
Policy document of midcourse improvement of performance of students	View Document
List of opportunities provided for the students for midcourse improvement of performance in the examinations	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Links for additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

The Institution has stated the learning outcomes (generic and programme-specific) and graduate attributes as per the provisions of the Regulatory bodies and the University; which are communicated to the students and teachers through the website and other documents

Response:

Institute follows the curriculum prescribed by the university and Indian Nursing Council (INC) The learning outcome and programme specific of all programme are prepared as per the INC guideline. The graduate attribute are based on the philosophy of INC across all nursing programs.

At the end of nursing program the graduates

- Exhibit clinical competence apply critical thinking,
- Effective communicator ,
- Educator,
- Follows professionalism interdisciplinary collaborator ,
- Demonstrate research aptitude,
- Attitude of lifelong learning and
- Execute leadership and managerial skill

The programme specific outcomes of undergraduates are stated as follows:

Basic B.Sc Nursing

1. Prepare graduates to assume responsibilities as professional, competent nurses and midwives in providing promotive, preventive, curative and rehabilitative healthcare services in hospital or public health settings.
2. Prepare nurses who can make independent decisions in nursing situations within the scope of practice, protect the rights of individuals and groups and conduct research in the areas of nursing practice and apply evidence-based practice.
3. Prepare nurses to assume role of practitioner, teacher, supervisor and manager in clinical or public health settings.

Post Basic B.Sc Nursing

1. Assume responsibilities as professional, competent nurses and midwives at basic level in providing promotive, preventive, curative and rehabilitative services.
2. Make independent decisions in nursing situations, protect the rights of and facilitate individuals and groups in pursuit of health, function in the hospital, community nursing services, and conduct research studies in the areas of nursing Practice. They are also expected to assume the role of teacher, supervisor,

and manager in a clinical / public health setting.

M. Sc. Nursing

1. The aim of the postgraduate program in nursing is to prepare graduates to assume responsibilities as nurse specialist, consultants, educators, Administrators in a wide variety.

All the programs have distinct learning outcomes, in order to achieve the stated learning outcomes (PO) for each program and Course outcome (CO), as stipulated by the appropriate regulatory bodies and the university.

The course outcome (CO) are defined based on the Bloom's taxonomy. Curriculum mapping is done to match the learning activities with the learning outcome. The learning outcome are evaluated through theory, practical examination, summative and formative assessment which are aligned with the course outcome.

The programmes and course outcome is evidently stated in the syllabus of each programme and are displayed in college website for the reference of students and faculties. Departments, faculties and coordinators inform students of requirements during orientation.

Faculties are aware of both programme and course outcome as they are involved in the teaching learning process. The learning outcomes are generally measured in terms of attainment, of course, outcome which are mapped to program outcome. The mentor and class coordinator monitor student performance to identify gaps and formulate strategies to implement at the beginning of the next academic year.

File Description	Document
Link for any other relevant information	View Document
Link for upload Course Outcomes for all courses (exemplars from Glossary)	View Document
Link for relevant documents pertaining to learning outcomes and graduate attributes	View Document
Link for methods of the assessment of learning outcomes and graduate attributes	View Document

2.6.2

Incremental performance in Pass percentage of final year students in the last five years

Response: 81.9

2.6.2.1 Number of final year students of all the programmes, who qualified in the university examinations in each of the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
75	91	62	74	55

2.6.2.2 Number of final year students of all the programmes, who appeared for the examinations in each of the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
112	118	87	88	66

File Description	Document
Trend analysis for the last five years in graphical form	View Document
Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution	View Document
List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years.	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Links for additional information	View Document
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years.	View Document

2.6.3

The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes.

Response:

The institution is committed to make efforts in teaching learning and assessment process to align with the stated learning outcomes

Program and course outcome:

On the day of course commencement during orientation program the students are oriented regarding the program and course outcome by the class coordinators. Theory classes and clinical/practical is planned well with the view to achieve the PO and CO. program specific outcome are formulated as per the regulatory body guidance.

The program outcome and course outcome are framed based on the blooms taxonomy in three domains, Cognitive (Knowledge), Affective (Attitude), and Psychomotor (Skill).

Teaching and learning activities

The institute follows various teaching learning activities which is directed towards learning outcome .These activities are experiential learning where students are posted in clinical area , integrated /interdisciplinary, participatory ,problem solving ,self-directed ,evidence based and learning through role play.

Learning outcome of all program are stated in the beginning pages of the syllabus, which is published at the university and college website. Student's centric teaching is more valued in the institution .Teaching and learning activities is conducted beyond the classroom teaching and lectures to make the learning enjoyable and to develop interest in the subject. To achieve desired learning outcome various teaching learning activities are undertaken such as lectures , interactive sessions, online / offline guest lecture ,webinar, conference ,seminar , case studies ,case presentation , PBL and for experiential learning the students are posted in the clinical area (OPD, Wards, OT, ICU etc.) Undergraduate's undertaken group research project and postgraduate undertaken individual research project, all these activities are directed towards developing problem solving skill, analytical and thinking skill.

Curriculum committee discuss the academic plan and execution of the didactic and practical plan, which is prepared as a master rotation plan and clinical rotation plan. This plan is displayed on the class notice board and discussed with the students. students learned Nursing foundation, applied anatomy ,Physiology ,Nutrition, Biochemistry Microbiology ,Psychology ,sociology ,pharmacology, pathology ,genetics ,child health Nursing , mental health Nursing , medical surgical nursing , Midwifery and obstetrical nursing varies disease conditions of all systems and community health nursing , Nursing management ,Education .they also gain concept of ethical and medico legal aspects in patient care. National health mission, various government policies

Learning Outcome Assessment Process:

Assessment methods used are formative and summative assessment methods keeping in view the learning outcomes. Continuous internal assessment is planned in academic calendar. Periodic evaluation an of the academic performance of the students is done through unit tests, case studies, case presentation , seminars ,assignments ,visit reports ,Journal ,case book etc. Midterm and Prefinal theory and practical examination conducts as per academic plan Undergraduate's undertaken group research project and postgraduate undertaken individual research project and submitted for evaluation. Comprehensive evaluation of learning outcome done by university examination at the end of academic year and end of semester. The assessment helps to identify the students learning outcome such as problem solving skill, critical thinking, communication skill, innovation etc.

File Description	Document
Link for any other relevant information	View Document
Link for programme-specific learning outcomes	View Document

2.6.4

Presence and periodicity of parent-teachers meetings, remedial measures undertaken and outcome analysis

Response:

Presence and periodicity of parent –teacher meetings

The Parent Teacher Meeting (PTM) gives the opportunity to interact with the student's overall performance in the examinations with parents/guardians.

Institute has Parent Teacher Committee, which functions based on the following objectives:

- To facilitates good interpersonal relationship and communication among teachers, students, and parents.
- To promote the understanding of teachers regarding the social background, talents, and interests of students.
- To provide a platform for the parents to discuss academic and non-academic difficulties.

The parent's teacher meetings are conducted twice a year, at the beginning of the academic after the mid-term exam and another after the pre-final examination. Apart from this, as the need arises, online meetings are conducted.

The class coordinator communicates a meeting with the principal, students, parents, and administration on the WhatsApp group to discuss the student's progress with appropriate actions. The meeting is conducted on the scheduled day and time. If the parent is not able to attend meetings, then whenever the parents/guardians have time can meet the class coordinator and discuss the progress of the students.

Schedule of parent-teacher meet (PTM)

In an academic year, PTM is held for first BSC Nursing students twice a year

1. First PTM: After the first mid-term internal assessment, January of every year
2. Second PTM: After the pre-final internal assessment in April of every year

Rules and regulations:

Those parents who

1. Are not able to attend the PTM at the scheduled time, they can visit the coordinator.
2. Concerned parents of those students who are not showing promising progress and those unable to

attend the PTM are always welcome to the institute during official timings.

3. To discuss issues related to academics and extracurricular activities with concerned HODs, Professors, and parents have to make prior appointments for meetings after consultation with the coordinator of PTM.
4. PTM coordinator and all UG and PG Programme coordinators, HOD, and Mentorship committee, to keep track of the student's overall performance and communicates with their parent.

Remedial measures Undertaken

The PTM committee is the most important bridge between the teachers and parents, helping students solve all student issues.

1. Concerns raised by the parents related to academic (Subject) are discussed with the concerned subject teacher and Head of Department and are solved.
2. Concerns raised regarding extracurricular activities are discussed with concerned committee heads, such as Sports/ Cultural.
3. Concerns related other than academics and extracurriculars are referred to the concerned mentor for the best solution.
4. Issues related to scholarships are addressed by the scholarship department.

The following steps are taken:

1. One-to-one teaching: subject-related queries raised by parents are solved with personal attention for those students weak in a particular subject.
2. Assessment: use shorter tests, oral tests, repeated tests feedback
3. Counselling towards their problems related to learning.
4. Demonstrations and re-demonstration of Nursing procedures.
5. Provision of lecture notes. A question bank is prepared and shared with students.
6. Special classes/tutorials conducted are given to the student.

File Description	Document
Link for follow up reports on the action taken and outcome analysis.	View Document
Link for any other relevant information	View Document
Link for proceedings of parent –teachers meetings held during the last 5 years	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.62

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Percentage of teachers recognized as PG/ Ph.D research guides by the respective University

Response: 28.89

3.1.1.1 Number of teachers recognized as PG/Ph.D research guides during the last 5 years

2021-22	2020-21	2019-20	2018-19	2017-18
3	6	6	6	5

File Description

Document

List of full time teacher during the last five years.

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Copies of Guideship letters or authorization of research guide provide by the university

[View Document](#)

Any additional information

[View Document](#)

Link for Additional Information

[View Document](#)

3.1.2

Average Percentage of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the last five years

Response: 0

3.1.2.1 Number of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research and conference participation in Indian and Overseas Institutions year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Fellowship award letter / grant letter from the funding agency	View Document
E-copies of the award letters of the teachers	View Document
Any additional information	View Document
Link for Additional Information	View Document

3.1.3

Total number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years

Response: 1

3.1.3.1 Number of research projects/clinical trials funded by government/industries and non-government agencies year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	1

File Description	Document
Institutional data in prescribed format	View Document
E-copies of the grant award letters for research projects sponsored by Government, industries and non-government sources such as industries, corporate houses etc	View Document
Any additional information	View Document
Link for funding agencies websites	View Document
Link for Additional Information	View Document

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

INCUBATION CENTER

The Institution has created ecosystem for innovation and transfer of knowledge through conducting collaborative research with other institutions by UG, PG students group and individual research projects, PhD scholar's faculty and other faculties. The Institution is always committed to providing various resources to carry out different innovative practices, which has resulted in demonstrative outcomes.

The Institution has started the "Incubation Centre" to nurture and oversee innovation and entrepreneurship skills among its students, research scholars, and alumni.

The Incubation Center helps students, research scholars, and faculty members to execute ideas into products, processes, or services for the benefit of society as well as industry. To provide an exchange of knowledge and different innovation as well as entrepreneurship of faculties and students, MOUs are made with other NGOs and Academic/Research institutions.

Purpose of Incubation Center:

1. Establish a state-of-the-art center of excellence and a supporting ecosystem to instigate and identify inventive ideas and nurture them.
2. Giving opportunities to prospective students to bring out innovative ideas through competitions and brainstorming.
3. Exploring innovative and creative thoughts, ideas, or concepts from students, research scholars, and faculty members from various domains of society and industry.
4. Nurturing the idea and giving it an outcome, i.e., assisting from the project identification stage to project implementation. Providing mentoring in all areas like operations, technical, finance, etc.

Activities undertaken by the Incubation Center:

1. Encouraging New research activities from faculty and students: -

Nursing Research for Covid-19:- The incubation center encouraged the teaching faculties to carry out nursing research projects in relation to Covid-19 during the Initial stage of Covid 19 Pandemic in March 2020. 09 teachers prepared their Research proposals for the same, and one of the faculty got the approval to conduct research. The ethical Clearance of Research proposals from students is done at the Institute level by the Institutional Ethical Committee, which is registered under DHR.

2. Storage & Transfer of Knowledge:-

Completed research projects by the faculties and students are published in reputed journals and are kept in the incubation center for reference of other researchers. Transfer of knowledge to other nursing institutes: the published research of faculties and students is exchanged with the other nursing institutions for the reference and transfer of knowledge.

3. Igniting Students' Innovation:-

To encourage students to think of innovative things and undertake various research activities, The

Institute has provided a wi-fi-enabled campus to all students with easy access.

4. Incubation Center Set Up: Comfortable Working Spaces and Well-equipped Infrastructure are essential for the development of interest of students in research and innovation. The Incubation center is well equipped with the following facilities.

- Computers with high-speed Internet facility,
- Reference books from all specialties of nursing,
- Medical and nursing dictionaries,
- E-library facility,
- PG & UG Research Projects e- copies.
- Access to various e-journals and e-books
- Details of different universities offering PhD.
- Books on research methodologies
- Details of various medical/nursing-related mobile apps
- ICMR Guidelines
- NFHS Survey Reports

File Description	Document
Link for details of the facilities and innovations made	View Document
Link for any other relevant information	View Document

3.2.2

Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good Clinical, Laboratory, Pharmacy and Collection practices, writing for Research Grants and Industry-Academia Collaborations during the last five years

Response: 20

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
4	5	3	4	4

File Description	Document
Report of the workshops/seminars with photos	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

3.3 Research Publications and Awards

3.3.1

The Institution ensures implementation of its stated Code of Ethics for research.

The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following:

- 1. There is an Institutional ethics committee which oversees the implementation of all research projects**
- 2. All the projects including student project work are subjected to the Institutional ethics committee clearance**
- 3. The Institution has plagiarism check software based on the Institutional policy**
- 4. Norms and guidelines for research ethics and publication guidelines are followed**

Response: A. All of the above

File Description	Document
Share the code of ethics of research clearly stating the claims of the institution duly signed by the Head of the Institution	View Document
Institutional data in prescribed forma	View Document
Any additional information	View Document
Link for Additional Information	View Document

3.3.2

Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teacher of the Institution during the last five years.

Response: 1.8

3.3.2.1 Number of Ph.D.s /DM/M Ch/PG degrees in the respective disciplines received per recognized PG teachers of the Institution during the last five years.

Response: 54

3.3.2.2 Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the last five years.

Response: 30

File Description	Document
PhD/ DM/ M Ch/ PG Degree Award letters of students (with guide's name mentioned)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for any additional information	View Document

3.3.3

Average number of papers published per teacher in the Journals notified on UGC -CARE list in the UGC website/Scopus/ Web of Science/ PubMed during the last five years

Response: 0

File Description	Document
Institutional data in prescribed forma	View Document
Any additional information	View Document
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	View Document
Link for Additional Information	View Document

3.3.4

Average number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings indexed in UGC-CARE list on the UGC website/Scopus/Web of Science/PubMed/ during the last five years

Response: 0

File Description	Document
List of books and chapters in edited volumes/books published with ISBN and ISSN number and papers in national/ international conference proceedings year-wise during the last five years	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional Information	View Document

3.4 Extension Activities

3.4.1

Total number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS / NCC / Red Cross / YRC / Institutional clubs etc. during the last five years.

Response: 40

3.4.1.1 Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS/NCC/Red Cross/YRC/Institutional clubs etc. during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
11	4	06	08	11

File Description	Document
Photographs or any supporting document in relevance	View Document
List of students in NSS/NCC/Red Cross/YRC involved in the extension and outreach activities year-wise during the last five years	View Document
Institutional data in prescribed format	View Document
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	View Document
Any additional informatio	View Document
Link for Additional Information	View Document

3.4.2

Average percentage of students participating in extension and outreach activities during the last five years

Response: 54.49

3.4.2.1 Number of students participating in extension and outreach activities year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
174	175	165	112	125

File Description	Document
Institutional data in prescribed forma	View Document
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and amount generated Photographs or any supporting document in relevance	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.3

Number of awards and recognitions received for extension and outreach activities from Government / other recognised bodies during the last five years

Response:

Students of our institute are aware of the importance of Community health and strive to create awareness in the community about health issues and nutrition through health camps, awareness programs, and school health programs at Government Primary schools in urban and rural areas.

Our institute has received awards of recognition and appreciation from the local Government bodies for conducting various health-related camps and activities for the benefit of the rural community. The description of those awards is as follows:

Certificate for “Dengue Malaria Awareness Campaign”

Our students actively participated in the Dengue Malaria Awareness Campaign. A rally with Poster Exhibition was arranged to create Awareness. Students in the Final year B.B.Sc Nursing enacted a Street Play at Wambori village to make the community aware of Dengue & Malaria.

Certificate of Appreciation from Grampanchayat Shingave Naik for conducting “Menstrual Hygiene and Nutrition” Health Education.

Our students gave health Education through Role Plays to make adolescent girls aware of Menstrual Hygiene and the importance of good nutrition. The community and the gram panchayat appreciated the efforts taken by our students.

Certificate of appreciation from Grampanchayat Shingave Naik for spreading awareness about social issues like “Alcoholism and Suicide.”

Our students conducted a Role Play to deal with the issues like “Ill effects of Alcoholism on Family and society” and “Suicide Prevention.”

Award of Recognition from the District AIDS Prevention Unit of District General Hospital Ahmednagar for Conducting an Awareness Rally about HIV/AIDS, giving Health Education to people in the urban area of Ahmednagar city through Health Talks, Role Plays, and holding Poster Exhibitions.

Awareness of “Personal Hygiene” and Provision of “Mid-Day Meal” for School Children at Primary Schools

School Children are unaware of the importance of personal hygiene. These children are prone to get Protein and energy Malnutrition. The final year B.B.Sc. Nursing students have conducted a school health program at Zila Parishad Primary Schools of Nandgaon and Shingve Naik village. Nursing students taught the children about Hand washing and Personal Hygiene and provided Mid-Day meals to children.

Covid Appreciation Certificate:- Our faculty and Students received a Certificate of appreciation from Civil Hospital for serving actively during the Covid-19 pandemic.

Appreciation Letter from the Village Grampanchayats for Health Check-up Camps at Newasa, Shingave Naik, Nandgaon, Dehre, and Wambori villages

Our students have conducted Free Health Checkup Camps for the people of rural areas. “Diabetes, Hypertension, Osteoarthritis Awareness & Prevention Strategies provided through Health Talks, Health Assessments of villagers. They also provided medical management for minor ailments and referred chronic illnesses to the parent hospital.

Poshan Abhiyan appreciation certificate:- From Zila Stariya Abhisaran Samiti for conducting nutrition demonstrations and skits to spread awareness about the prevention of Malnutrition in the community.

Certificate of Appreciation from PHC Dehre for “Yoga session & Health Assessment of Transgenders.”

Students from our institute held yoga sessions and health checks for transgender people in association with the Dehre Primary Health Centre. Individual counseling was provided on the topics of healthy eating and health promotion, and treatments.

File Description	Document
Link for list of awards for extension activities in the last 5 year	View Document
Link for e-copies of the award letters	View Document
Link for any other relevant information	View Document

3.4.4

Institutional social responsibility activities in the neighborhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness, delivery of free/ subsidized health care and socio economic development issues carried out by the students and staff, including the amount of expenditure incurred during the last five years

Response:

Our Institution students are motivated to undertake activities to create awareness about the importance of education, environmental issues like Swatch Bharat Abhiyan, hygiene awareness, and socio-economic development of the community. Most of these activities are carried out through the institutional students and staff.

Activity related to education

Community Health Nursing Department and Child Health Nursing Department, in collaboration

with Grampanchayat Dehre, Wambori, have conducted various activities, such as creating awareness about the importance of education for children as follows:

- Surveying school dropout children and addressing this issue along with the school teachers in the village
- Motivating adolescent girls and boys to take up skill-based small courses which will be helpful in earning their livelihoods
- Interacting with the Sarpanch regarding organizing education for illiterate adults in the evenings
- Preparing a support group of youngsters from the village who can help the farmers know daily news and weather reports, and market rates through the mobile apps, which will help them in selecting the cultivation of seeds according to the soil types, type of fertilizers to be used and new technology of machinery which is available for their use

Swatch Bharat Abhiyan:

Swachh Bharat Abhiyan initiatives are undertaken through the NSS Unit at the adopted Urban Health Centre area, Rural Health Center, Wambori, and Dehre PHC. The students conducted a role play to spread awareness about environmental hygiene. Through rallies and poster exhibitions, they presented the importance of cleanliness in the house and surroundings. They explained to the people the importance of developing a proper drainage system to dispose of wastewater for household cleaning. They also conducted a street play to explain the importance of environmental sanitation. They guided the people in the construction of cheaper latrines for defecation.

Health and hygiene awareness:

- Conducting demonstrations to teach the method of Hand washing and brushing teeth
- Conducting puppet shows and demonstrations in *Anganwadis* and schools to teach children the importance of personal hygiene
- Conducted Health checkup camps at Wambori, Newasa Phata, and Dehre and gave health education to people about the prevention of communicable diseases through vaccination to children and adults
- Health promotion activities through poster exhibition.
- Eating right, breast feeding, weaning diet, and antenatal, postnatal, diet in different disease and Nutrition demonstration in community and anganwadi.

Socio-economic development:

- Teaching women in the rural area to develop Kitchen gardens in the courtyard of the house and encourage them to cultivate cheaper vegetables which are required for daily cooking
- Explain cheaper methods of filtering water at home through mud pot filters and the use of alum to obtain clean water
- Explaining different investment schemes available in National Banks for farmers, children, and girls.
- Making them aware of various educational opportunities made available by the government
- Providing guidance about investing money in Mutual funds at nationalized banks
- Guiding people to invest in pension plans run by Post offices and nationalize banks

File Description	Document
Any additional information	View Document
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	View Document
Link for any other relevant information	View Document

3.5 Collaboration

3.5.1

Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the last five years

Response: 10

3.5.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
14	10	11	11	4

File Description	Document
Institutional data in prescribed format	View Document
Documentary evidence/agreement in support of collaboration	View Document
Certified copies of collaboration documents and exchange visits	View Document
Any other Information	View Document
Link for Additional Information	View Document

3.5.2

Total number of Functional MoUs/linkages with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for last five years

Response: 11

3.5.2.1 Number of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for the last five years

Response: 11

File Description	Document
Institutional data in prescribed format	View Document
E-copies of the MoU's with institution/ industry/ corporate house, Indicating the start date and completion date	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

Response:

The Institute has adequate facilities:

Classrooms:

The college of nursing has adequate physical and academic facilities required as per the INC/MNC/MUHS guidelines. There are six classrooms for the UG program and two for the PG program with good ventilation, lighting, seating capacity, green board & wall mounted projector LCD, and audio video & Teleconferencing facilities.

ICT-enabled Classrooms:

The College has large and well-ventilated classrooms. All classrooms are equipped with multimedia projectors with LAN and internet facilities, a green board, and a seating capacity of 60 students for UG and 40 capacity PG used extensively by the teachers. The College of Nursing has ICT-Enabled teleconference facilities in the conference hall, board room, and auditorium with LCD projectors and internet facilities used by the departments for the teaching-learning process.

Seminar halls:

A spacious Auditorium hall with a seating capacity of 400 is available for conducting seminars, conferences, presentations, and extracurricular activities.

Facilities for clinical learning:

The Nursing college has a 990-bedded super-specialty Parent Hospital, which provides rich hands-on practical experience to the students in the general wards, ICU as well as in the cath lab & cardiac center, joint replacement center, oncology, dialysis, IVF center, transplant center, PET scan, etc. The hospital has a central clinical laboratory, blood center, and casualty. The Casualty department is well-equipped with all the instruments required to handle various medical emergencies.

Community learning:

The institution has its own Rural and urban health center adopted rural health center at Vambori (Tal: Rahata), which is located at Ahmednagar. Students are posted for community health nursing experience in both rural & urban settings. The Institute conducts outreach activities such as health checkup camps, school health programs, and visits to various governmental & non-governmental organizations. In community learning, home visits, surveys, health education, and awareness activities on a small and mass

scale are conducted by the students.

Teleconferencing:

The Institute has video conferencing facilities in a separate, well-equipped hall with LCD displays, a camera, and a microphone and VGA connection on the college campus.

AYUSH-related learning facilities:

The Parent hospital is running AYUSH OPD, and students are detailed to get clinical experience. Students visit the herbal garden which is within the campus. Yoga is encouraged among the students.

Well-equipped laboratory:

The college has well-equipped, spacious, practical demonstration labs, namely a Pre-clinical Science Lab, Nursing Foundation Lab, Nutrition Lab, A.V. Aids Lab, Community Health Nursing Lab, Midwifery and Gynecological Lab, Pediatric Lab, Computer Lab, Advanced (Medical-Surgical Nursing) Lab. Each Lab has the most modern Mannequins, Beds, Models, Charts, and Articles required to demonstrate various nursing procedures.

Skill lab:

The Institute has a skill lab where the nursing students learn nursing procedures and, at the same time, practice what they have learned without worrying about the risk of harming the patient.

Campus:

The campus has well-laid roads, pavements, street lights, CCTV, surveillance cameras, adequate provision for vehicle parking, open green spaces, an amphitheater, and manicured lawns resulting in an attractive and desired ambiance as expected in institutions of higher learning.

File Description	Document
Link for list of available teaching-learning facilities such as Classrooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above.	View Document
Link for geotagged photographs	View Document
Link for any other relevant information	View Document

4.1.2

The institution has adequate facilities to support physical and recreational requirements of students and staff – sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre, etc. and for cultural activities

Response:

Facilities to support physical and recreational activity:

The College is proactive in providing facilities for students to participate in cultural activities, sports, and games in various ways. The cultural committee, supported by a team of faculty members and a full-time sports officer, looks after all the cultural, sports, and extracurricular activities. Students are encouraged to participate in sports and cultural activities and are rewarded accordingly.

Sports & Games:

The college has a well-developed and spacious Sports Complex (4446.86 Sq.M) with world-class facilities, including a well-equipped Gymnasium, one Tennis Court (648 Sq.M.), three badminton courts (528 Sq.M), table tennis tables, a chess and carrom board hall (167.87 Sq.M) for indoor games. The institute also has outdoor sports facilities like Cricket (5166.55 Sq.M.), Basketball (510 Sq.M.), Kabaddi (125 Sq. M.), Kho-Kho (464 Sq.M.), Volleyball (162 Sq.M.) and Football (6063.91 Sq.M.) grounds. Besides this, the Sports complex also has an Olympic size well-maintained swimming pool (2456.19 Sq.M), well-utilized by the students. The College teams are formed to take part in the State and University level competitions.

All sports activities are guided by the sports officers and faculty in charge of sports for both the students & the staff.

Gymnasium:

The gymnasium (306.98 Sq.M) in the sports complex is air-conditioned and well-equipped with the latest machines and exercise equipment. There are separate accommodations in the Gym for men and women with facilities like a training space, locker rooms, waiting rooms (223.18 Sq.M), and sanitary and hygienic facilities. The Gymnasium facility is provided for the students & faculty members within the campus, and the facility is provided separately for boys & girls. Services of a dietician, physical trainers & physiotherapists are also provided.

Auditorium:

Institute has 400 seating capacity auditorium (464. Sq.M) & a Dr. APJ Abdul Kalam auditorium (1325 Sq.M.) for the organization of co-curricular activity. The students are encouraged to participate in the cultural events held in the college, like Nurses Week, Fresher's party, Annual Day celebrations, Farewell, lamp-lighting ceremony, graduation ceremony, etc., to exhibit cultural talents. Students are even sent to other colleges for intercollegiate competitions like dances, skits, mimics, etc.

Cultural Facilities

The Institute has an Open amphitheater (4098 Sq.M.) with a seating capacity of 2000, a nursing college auditorium (464 Sq.M.) with a seating capacity of 400 with all facilities. The APJ Abdul Kalam Auditorium has a seating capacity of 1200 with all the facilities, including sound and light, Ganapati and Dandia places, and DJ nights. Annual cultural activities are conducted every year on the occasion of the

annual day, sports day, lamp-lighting ceremony, Independence & Republic Day celebrations, Ganesh festival, Dandia nights, etc., to exhibit the extracurricular talents of students. Students are permitted to participate in various cultural activities inside and outside the institution.

Yoga:

We have a Yoga Classroom where students and faculty members meditate and practice yoga. Qualified Physical Directors are appointed to take care of the day-to-day games and sports activities of the college.

File Description	Document
Link for list of available sports and cultural facilities	View Document
Link for geotagged photographs	View Document
Link for any other relevant information	View Document

4.1.3

Availability and adequacy of general campus facilities and overall ambience

Response:

The College campus has availability of the following facilities: -

Student Hostels:

The college has separate hostel for boys & girls with adequate rooms and with all basic facilities. The hostels are ensured with round o’ clock security, power supply and presence of warden.

Medical facilities:

All medical facilities are available in the parent hospital, like 24x7 Casualty with a medical officer, ICUs, OT, Labour room, and general wards. An ambulance facility for 24 hours is available to meet emergencies for students and faculty members.

Toilets and Washrooms:

Separate toilets for male and female students and staff are available sufficient number in the College on each floor.

Canteen and dining facilities:

The College canteen provides a variety of food at an affordable rate and has a separate seating area for staff and students. Also, there are separate dining halls in the boys' and girls' hostels with one common central mess.

Bank & ATM:

There is a bank on campus, along with ATM facilities, which provide extended banking services to the students and staff.

Road & Signage Boards:

All Roads inside the campus are very well constructed and maintained by considering all the safety measures. All the Roads have street lamps beginning at the main gate, and the necessary signage boards like regulatory, warning, and guides have been fitted at specific points for successful campus navigation.

Alternate energy sources:

The Institute has a rooftop renewable energy generating system of 500 kW. Solar panels have also been installed on the rooftops of hostels and quarters as an alternate source of energy.

STP:

The Institute also has a central STP of a 100 M³ reservoir tank for the storage plant treating the sewage water to make it fit for gardening.

Water purification plant:

The Institute has a Central Water Chlorination plant for the water purification process. Also, separate RO systems are installed at different locations in college, hostel, and hospital buildings.

A unique automatic water treatment plant that converts grey water (domestically used water) into potable water has been established with minimal space and energy requirements and an output of 80 kilos/pay.

Staff Quarters and Guest House:

The Institute has staff quarters equipped with all modern amenities for faculties. One well-maintained Guest House for examiners, parents, and other visitors.

Greenery:

The Institution has extensive greenery, including a well-maintained garden having flowerbeds, plants including medicinal and herbal plants, trees, building integrated greenery, and small lawns. Local species of trees are highly preserved on the campus in order to maintain the local ecosystem.

Other Facilities:

The Institute also has a cafeteria, Xerox, printing store, cosmetics store, optical store, hair saloon, and a beauty parlor for women inside the campus. A Bookstore, Postal/courier facilities are also available. The campus is safe & secured under 24 hrs. CCTV Surveillance with well-trained security staff. Transport facility is available from the city to the campus. A free pick-up facility is available from the main gate to the campus.

File Description	Document
Link for photographs/ Geotagging of Campus facilities	View Document
Link for any other relevant information	View Document

4.1.4

Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years

Response: 40.26

4.1.4.1 *Expenditure incurred, excluding salary, for infrastructure development and augmentation year-wise during the last five years (INR in lakhs)*

2021-22	2020-21	2019-20	2018-19	2017-18
24.88	11.63	70.10	46.26	13.84

File Description	Document
Provide the consolidated expenditure towards infrastructure development and augmentation during last five years duly certified by Chartered Accountant and Head of the institution.	View Document
Institutional data in prescribed format	View Document
Audited utilization statements (highlight relevant items)	View Document
Any additional information	View Document
Link for additional information	View Document

4.2 Clinical, Equipment and Laboratory Learning Resources

4.2.1

Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities are as stipulated by the respective Regulatory Bodies

Response:

Teaching Hospital:

- The parent hospital serves the teaching-learning and patient care center for clinical learning. Dr. Vikhe Patil memorial hospital is a 990-bedded hospital. The hospital has 36 wards, a central clinical laboratory, a blood center, and a casualty. In addition, the hospital has OPD services in general medicine, surgery, ENT, orthopedics, dermatology, gynecology, obstetrics, ophthalmology, pediatrics, psychiatry, TB, and chest medicine specialty to care for people with various disorders. Emergency services are available 24 x 7 in casualty, emergency wards, and intensive care units. The hospital has 11 operation theaters: 11 major (02 super specialties, 06 minor OT).
- The Institute also provides super-specialty facilities such as a Cath lab & cardiac center, joint replacement center, IVF Centre, oncology, Nuclear medicine center, Dialysis, transplant center, and RT-PCR, which gives the students exposure to the most advanced technologies in medical science. In addition, the hospital also has Medical, Surgical, Neonatal, Pediatrics, Respiratory ICUs, and ICCU, where the students learn about managing critically ill patients.
- The hospital has all the essential services - radiology & Imaging, pharmacy, clinical laboratory, CSSD, blood bank, physiotherapy, kitchen and laundry services, efficient biomedical waste management system, generator, and ambulance. Various national schemes are implemented for the hospital's effective and efficient functioning.

Equipment:

- Major equipment which is available in the hospital, such as MRI GE 1.5 Tesla, CT-Scan 128 slice, X-rays 800 MA, Ultrasonography, Color Doppler, Digital mammography, Challenger Amplifier, Cath Lab DSA Machine, Dialysis machines, Ventilators, Suction pump, Radiation therapy with Position Emission Tomography (PET) based planning facility conforms to high standards. In addition, a liquid medical oxygen plant with 21 kl and 6 kl capacity is installed.

Clinical Teaching-Learning facilities:

- All the clinical departments, like Medicine. Surgery. OBGY. ENT, Ophthalmology, Skin & VD have advanced teaching facilities like Nephrology units, laser in Skin & VD department advanced technology is used in ENT, Ophthalmology, and OBGY departments.
- The hospital also has a Cath lab & cardiac center, joint replacement center, IVF Centre, oncology, Nuclear medicine center, Dialysis, and transplant center.
- The clinical department has OPD, wards, demonstration and seminar rooms, and an examination room for teaching.
- The Institute has RPHC and UPHC for community-based learning
- The hospital is having DOTS center for TB patients and an ICTC center. These unique centers orient the students about the various activities of the National Programme related to diseases. In addition, the hospital also has well developed DDRC unit & AYUSH OPD.

Laboratory Facilities:

- The Central Clinical Laboratory performs approximately 150 to 200 patient diagnostic tests per day. The Biochemistry, Clinical Pathology, and Immunoassay labs are equipped with fully automated equipment, while Microbiology is semi-automated. Most of the equipment is interfaced with Laboratory Information System (ILS). NABL accredits the Molecular Biology lab. Recently RTPCR facility has been added in view of the viral detection of the COVID-19 pandemic. The hospital also received NABH accreditation. The Blood Bank Services operate

24x7 and has whole blood and component separation facility.

File Description	Document
Link for the list of facilities available for patient care, teaching-learning and research	View Document
Link for the facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	View Document
Link for any other relevant information	View Document

4.2.2

Average number of patients per year treated as outpatients and inpatients in the teaching hospital for the last five years

Response: 486973.2

4.2.2.1 Number of patients treated as outpatients in the teaching hospital year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
489567	334569	423765	543397	468889

4.2.2.2 Number of patients treated as inpatients in the teaching hospital year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
42223	30888	32374	35694	33500

File Description	Document
Year-wise outpatient and inpatient statistics for the last 5 years	View Document
Institutional data in prescribed format	View Document
Extract of patient details duly attested by the Head of the institution	View Document
Details of the teaching hospitals (attached hospital or shared hospitals after due approval by the Regulatory Council / University) where the students receive their clinical training.	View Document
Any additional information	View Document
Link to hospital records / Hospital Management Information System	View Document
Link for additional information	View Document

4.2.3

Average number of students per year exposed to learning resource such as Laboratories, Animal House & Herbal Garden during the last five years.

Response: 273

4.2.3.1 Number of UG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
253	254	259	249	231

4.2.3.2 Number of PG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
28	28	29	25	9

File Description	Document
Number of UG, PG students exposed to Laboratories, Animal House & Herbal Garden (in house OR hired) per yearbased on time-table and attendance	View Document
Institutional data in prescribed format	View Document
Details of the Laboratories, Animal House & Herbal Garden	View Document
Detailed report of activities and list of students benefitted due to exposure to learning resource	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.4

Availability of infrastructure for community based learning

Institution has:

1. Attached Satellite Primary Health Center/s
2. Attached Rural Health Center/s other than College teaching hospital available for training of students
3. Residential facility for students / trainees at the above peripheral health centers / hospitals
4. Mobile clinical service facilities to reach remote rural locations

Response: B. Any three of the above

File Description	Document
Institutional prescribed format	View Document
Government Order on allotment/assignment of PHC to the institution	View Document
Geotagged photos of health centres	View Document
Documents of resident facility	View Document
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	View Document
Description of community-based Teaching Learning activities	View Document
Any additional information	View Document
Link for additional information	View Document

4.3 Library as a Learning Resource

4.3.1

Library is automated using Integrated Library Management System (ILMS)

Response:

Institute has very good library facilities with updated new books, journals and e- resources for students, faculties with well-ventilated reading hall.

Name & features of the ILMS Software:

The Institutes library operations and management are computerized with Integrated Library Management software. From the year 2013, Synchronic Sack Info Software used. Currently, we are using a telecommunication lease line of 50 MBPS to 250 MBPS from the Jio lease line through an RF link. Wi-Fi facility also provided to students at College as well as in Hostel. The college has 86 MBPS of high-speed internet facility.

The institute has 24 x 07 Wi-Fi facilities on the college campus. The connectivity through a state-of-the-art IT infrastructure, computing & communication resources offers students the facilities of e-mail, net surfing, and up/down loading of web-based applications, besides helping them prepare projects & seminars.

Features:

- It follows all the latest library standards, such as AACR 2 (Anglo-American Cataloguing Rule) Data Import & Export.

- The ILMS facilitates quick access to the library's documents, journals, and operations.
- Supports all the latest technologies through OPAC & M-OPAC.

OPAC (Online Public Access Catalog):

- The user profile, member profile, journal master entry, member search, counter services, transfer for binding, stock verification, and Preservation of documents are enabled in the software.
- Students & faculty effortlessly know about the status of documents and availability of books, journals, etc., through OPAC without being physically present.
- The software also assists in generating reports on counter services like usage reports, statistics data, transfer reports, fine receipts, random reports, and library collections.

M-OPAC (Mobile –Online Public Access Catalog):

- The faculty and students can access the subject specialty-related databases subscribed in and out of the campus through member ID and password created by the library staff for all faculties and students.
- Free app –downloadable from ERP (Enterprise Resource Planning) or website
- 24×7 easy search –off campus.
- A variety of search Patterns is also available
- **Nature and extent of automation :(Fully or partially): Fully automated.**
- **Year of commencement and completion of automation. -2013**
- **Apart from this, the library has unique features, as mentioned below:**
- The library is located on the first floor of the college total carpet area measuring 2400 Sq.feet.& CCTV Cameras, fire extinguishers present for security purposes & various notice boards for displaying details of library information and rules. Multimedia computers, dissertations, thesis, DVD online materials & user orientation, and customized assistance of library staff are held to provide the best services.

The library is organized under the following sections:-

- Computers for E-Resources Access.
- Circulation Counter & M-OPAC Reserved Book
- Acquisition Section & Registration of Library Users.
- Periodical Section & Reference Section
- Reprography & Scanning Section.
- Separate Reading Hall for UG, PG Students & faculty.
- CD/DVD Library
- New Arrivals Shelf, Rare Books Shelf according to the subject.
- Newspaper clipping
- Newspaper reading facility available for the students & faculty

File Description	Document
Link for geotagged photographs of library facilities	View Document
Link for any other relevant information	View Document

4.3.2

Total number of textbooks, reference volumes, journals, collection of rare books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment

Response:

The Library has the latest books, journals, discipline-specific learning resources, and other learning materials necessary to update the knowledge of the students and faculty. Details are mentioned in the table below:

Sr.no.	Item	Number
1	Total Books	4467
2	Textbook	2914
3	Reference book volumes	318
4	Donated book	840
5	Journal	25
6	DELNET: e-books	375
7	DELNET: e-Journal	136
8	E-Journals: MUHS Digital Library	25
9	Rare Book	13
10	Ancient Indian Language Books	11
11	MUHS Book bank scheme books	255
12	Other Knowledge Resources	
	• Marathi Literature & English Literature	116
13	Manuscripts	39
14	Special reports	13
15	CD/DVD	111
16	Digitalized traditional manuscripts:	DELNET Link
17	Total Projects/Thesis/Dissertation	UG: 17 PG: 54

Textbooks:

- The Library has a total of 2914 textbooks. The library has 375 e-Books on nursing, medicine,

surgery, child health nursing, maternal health nursing & mental health nursing.

Newspaper

- The Library has subscribed to 1 Marathi, 1 English & 1 Hindi daily newspaper. All the information related to the Institute, health, or any relevant information from the newspaper is sorted out and displayed on the library notice board.

Reference volumes & Journals:

- The total Reference books are 318. The college has subscribed yearly to more than 25 National & International Journals.
- Projects/thesis/dissertations Total of 71 copies are presented by postgraduate students, and group projects by undergraduate & diploma students. They are used as a reference by the students while doing their research.

Collection of Rare Books:

- There are a total of 13 rare books available in the library. They comprise of certain standard medical health science books and have a great history, and possess legendary significance in nursing.
- An item is given a rare book status and retained in our library when it provides the opportunity to learn about the development in the nursing field. Other criteria include providing a historical focus on patients and on the medical environment.
- This books help us to understand ancient knowledge enrichment and past culture.

Manuscripts:

- The College Library holds 39 Manuscripts

Digitalized traditional manuscripts:

- It includes Manuscripts in the digitalized format to keep the Indian traditions alive.
- Manuscripts are distinct from historical records, such as epigraphs on rocks and revenue records, which provide direct information on historical events or processes. Manuscripts have knowledge content.

Discipline-specific learning resources from ancient Indian languages:

- The library holds 11 Ancient Indian Language Books
- The system focuses on life's moral, physical, spiritual, and intellectual aspects. It emphasizes values such as humanity, truthfulness, discipline, self-reliance, and respect for all creations. In addition, students were taught to appreciate the balance between human beings and nature.
- Databases subscribed through Del-Net consortia are a boon to electronic resources relating to medicine and social sciences.

Special Reports:

- A total of 13 special reports are available in the library.

Other knowledge resources:

The library holds the following other knowledge resources:

- Marathi Literature & English Literature: 116

File Description	Document
Link for geotagged photographs of library ambiance	View Document
Link for data on acquisition of books / journals / Manuscripts / ancient books etc., in the library.	View Document
Link for any other relevant information	View Document

4.3.3

Does the Institution have an e-Library with membership / registration for the following:

1. e – journals / e-books consortia

2. E-Shodh Sindhu

3. Shodhganga

4. SWAYAM

5. Discipline-specific Databases

Response: C. Any three of the above

File Description	Document
Institutional data in prescribed sormat	View Document
E-copy of subscription letter/member ship letter or related document with the mention of year	View Document
Any additional information	View Document
Link for additional information	View Document

4.3.4

Average annual expenditure for the purchase of books and journals including e-journals during the last five years

Response: 1.64

4.3.4.1 Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0.66	0.55	1.83	1.03	4.12

File Description	Document
Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Chartered Accountant and Head of the institution	View Document
Proceedings of library Committee meeting for allocation of fund and utilization of fund for purchase of books and journals	View Document
Institutional data in prescribed format	View Document
Audit statement highlighting the expenditure for purchase of books and journal library resources	View Document
Any additional information	View Document
Links for additional information	View Document

4.3.5

In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students

Response:

In-person Access:

The library has a collection of books, journals, and other essential learning materials to meet the learning needs of the students and faculty members. It helps them to update their knowledge which enables an advanced learning experience. The library had good books and journals and online access to the learning resources per the statutory norms, functions between 9.00 am to 5.00 pm on all working days.

The library is divided into various sections, like a reading section for undergraduate students, and post-graduate students, a faculty reading room, a journal section, an internet section, a newspaper section, a

Xerox machine room, and a librarian and assistant librarian room. Security features such as CCTV cameras and fire extinguishers are provided in the library. In addition, there is a separate section available for reading newspapers and magazines.

The library is equipped with “Synch RoniK” software systems. Students and faculty members can access online journals through "Delnet" and "E-Consortium" with individual user names and passwords.

The library maintains catalog records of physical access by taking in and out signatures of library users. The users can lend any book, journal, or reference book from the acquisition section for 15 days. All those records of acquisitions are kept with Synk Ronik software. The library provides reference services to its users.

The college library also provides a book bank facility. Through this facility, economically backward students and students from reserved categories are given the required textbooks for one year on a loan basis. This scheme was available up to 2019.

The library has separate reading halls for undergraduate, postgraduate students and staff, which are used for self-study, research data collection, and compilation.

The College Library provides remote access to the e-resources for its users. The library has an Online Public Access Catalogue facility available to all its users through a mobile application like Sack Library or Sack Info powered by Synch RoniK software. All the students and staff are provided with a username and password, and they have to create their profile on the application. Various services are provided through this application. Users can check any important notices regarding the library and outstanding dues against them. They can put on the application, can search for an online database of materials held by the library. They can mainly locate the books, journals, theses, or CDs/DVDs available at the library. It is the gateway to the library's collection.

Every year, a sensitization program is arranged for all the students and teachers, especially newly admitted students and recently joined teachers. During these programs, the users are informed about the rules and regulations they must follow the various facilities, services available and how to avail those services.

The institution's library committee is responsible for maintaining adequate resources in the library, and they plan every year to enhance the library’s facilities. In addition, they are organizing learning sessions for faculty members and students to promote the usage of the appropriate learning resources.

File Description	Document
Link for details of library usage by teachers and students	View Document
Link for details of learner sessions / Library user programmes organized	View Document
Link for any other relevant information	View Document

4.3.6

E-content resources used by teachers:

1. NMEICT / NPTEL

2. other MOOCs platforms

3.SWAYAM

4. Institutional LMS

5. e-PG-Pathshala

Response: None of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Links to additional information	View Document
Give links e_content repository used by the teachers	View Document

4.4 IT Infrastructure

4.4.1

Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (data for the preceding academic year)

Response: 90.91

4.4.1.1 Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities

Response: 10

4.4.1.2 Total number of classrooms, seminar halls and demonstration room in the institution

Response: 11

File Description	Document
Institutional data in prescribed format	View Document
Geo-tagged photos	View Document
Consolidated list duly certified by the Head of the institution.	View Document
Any additional information	View Document
Links to additional information	View Document

4.4.2

Institution frequently updates its IT facilities and computer availability for students including Wi-Fi

Response:

IT Facilities:

The institution frequently updates its facilities and student computer availability, including Wi-Fi. The institution has regularly upgraded its IT infrastructure in the academic and research aspects. The college campus has been well-equipped with 24x7 wireless internet facilities for students and faculty members. The Institution has a comprehensive IT policy to provide IT resources to the students and faculty. The biometric system is used across the college to monitor the attendance of the students, the teaching, and the non-teaching faculty members.

1. Computer Facilities:

The institute has a total of 75 computers & 05 printers. The Internet Centre within the library is equipped with 40 Linux-system computers and a high-speed internet connection, allowing students to utilize the facility effectively and ensuring that the resources are readily available. In addition, the college provides computer systems to every department for the students and staff. All the computers on the Campus are interconnected using high-speed internet cables (LAN) with manageable and unmanageable network switches to provide 99% network uptime on the Campus. The next-generation firewall Forti Gate 800C is implemented not only to block botnets but also to identify the botnets available in the local area networks.

2. Wi-Fi or Internet Facilities:

The institution frequently updates its bandwidth connection (86 Mbps 1:1 Pulse LL) from 2018-2019. The backbone of the network is a high-speed Fiber Optic Cable (OFC), which is the inter-building connectivity within the Campus. The institution provides internet access through a Jio Leased Line. Wi-Fi facility is made available at all the places on the Campus, including the student hostels, by delivering 26 Access Points at different locations on the Campus. There are 66 Wi-Fi-enabled classrooms. A disaster recovery site for automatic backup has been installed at the Center for sports science. All servers provided in the link are installed in the IT Department Server Room and are connected to the Local Area

Network (LAN) within the Campus.

3. Upgradation:

Over the last five years, the institute has upgraded the following:

- Upgradation of Windows 10 Professional Base & Upgrade licenses in 2019 Windows Server Standard Core 2019SNGL OPL 16 Lic NL Acdmc Core Lic in 2020
- Upgradation of the Internet Lease Line (IIL) Jio Fiber 34 Mbps to 86 Mbps in 2018-2019
- Upgradation of the Firewall SOPHOS XG430 from Fort iGATE 800C in 2019
- SAN Storage for our database and radiology imaging has been implemented. The storage's Solid State Drive (SSD) is used for stability and performance. In addition, Quest Disaster Recovery ensures a database backup every 7 minutes.

4. Maintenance:

The IT department conducts regular checks and updates for recovery. The Institute has an authentic copy of the antivirus and is updated as and when required. The biomedical wing is responsible for the daily maintenance and management of all the equipment. Standard Operating Procedures have been developed for the inventory, maintaining logs, allotting asset coding, routine maintenance, breakdown maintenance, preventive maintenance, and calibration of devices.

File Description	Document
Link for documents related to updation of IT and Wi-Fi facilities	View Document
Link for any other relevant information	View Document

4.4.3

Available bandwidth of internet connection in the Institution (Lease line)

Response: 50 MBPS-250 MBPS

File Description	Document
Institutional data in prescribed format	View Document
Details of available bandwidth of internet connection in the Institution	View Document
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant information	View Document

4.5 Maintenance of Campus Infrastructure

4.5.1

Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 26.56

4.5.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
41.02	25.95	30.65	12.65	11.02

File Description	Document
Provide extract of expenditure incurred on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant and the Head of the institution	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for any additional information	View Document

4.5.2

There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports facilities, computers, classrooms etc.

Response:

Maintenance of Campus Infrastructure:

The physical infrastructure, academic block, laboratory, library, sports facilities, computers, and classrooms are efficiently and well-maintained by the maintenance, electrical & civil departments, headed by an engineer and his support and technical staff. Those include gardeners, electricians, carpenters, plumbers, mechanics, etc. They regularly carry out all sorts of maintenance work within the campus and maintain its operating conditions. They regularly carry out building operational maintenance, custodial servicing, waste disposal, refuse removal, recycling, and utilization services.

Maintaining campus infrastructure is a continuous process, and every year separate budgetary allocations are made for the same. The Institution has defined guidelines and developed a policy for the repair and

maintenance to ensure time-bound maintenance work. Several administrative steps such as well-structured timetables, schedules, log books, and auditing are used to provide the best possible usage of facilities and align with the processes.

The maintenance is categorized as follows:

Maintenance by Central-Campus personnel:

This includes maintenance work of the various facilities on campus, such as college and hospital buildings, hostels, gardening, electrical generator, plumbing and piping systems, electrical connection, and services.

It also includes campus cleaning and maintenance of the sports complex, maintenance and services of elevators, structural maintenance and painting of buildings, pavements, walls, fencings, and other macro-infrastructure on campus.

Maintenance work specific to the Institute:

All maintenance work of facilities provided explicitly at the college, such as laboratories, classrooms, auditoriums, the library, computer labs, equipment, furniture, replenishment of Fire extinguishers, drinking water facilities, water tank, plumbing, toilets, STP, office printer, computers, printers, scanners, etc., are maintained regularly through the contract services or urgently on request through the Maintenance Committee. Monitoring and Assessing the current state of repairing the facilities are carried out frequently by the members of the Maintenance Committee. Based on their observations, the necessary steps are taken to rectify the problems, if any.

Laboratories:

The Bio-medical Department and Engineers handle all the equipment and articles. Almost all critical and laboratory equipment are under annual or comprehensive maintenance service contracts. The civil and maintenance department maintains all the non-medical equipment. Breakdown calls are attended to within the stipulated time and rectified as early as possible.

Library:

The maintenance department checks out the library for good maintenance of computer hardware, software, and network facility. If any problem is raised in the library, the librarian will request the IT department for rectification. The library committee decides on the maintenance of old books.

Sports facilities:

The Department of physical education and civil department maintain the sports complex maintenance work regarding instruments, infrastructure, electrical work, etc.

Computers:

The IT department of the institution regularly checks & solves problems related to computers like updating the new software version, scanning, antivirus updation, computer software & hardware-related maintenance.

Classrooms:

The respective office attendant holds the responsibility for the maintenance of the classrooms. If any issues are related to electricity, sound systems, or computers, it is informed to the Department of Electricity and/or IT, respectively, and it is addressed immediately.

File Description	Document
Link for log book or other records regarding maintenance works	View Document
Link for any other relevant information	View Document
Link for minutes of the meetings of the Maintenance Committee	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Average percentage of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

Response: 60.62

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2021-22	2020-21	2019-20	2018-19	2017-18
203	195	210	123	110

File Description

Document

List of students who received scholarships/ freeships /fee-waivers

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Consolidated document in favour of free-ships and number of beneficiaries duly attested by the Head of the institution

[View Document](#)

Attested copies of the sanction letters from the sanctioning authorities

[View Document](#)

Any additional information

[View Document](#)

Link for Additional Information

[View Document](#)

5.1.2

Capability enhancement and development schemes employed by the Institution for students:

1. Soft skill development

2. Language and communication skill development

3. Yoga and wellness

4. Analytical skill development

5. Human value development

6. Personality and professional development

7. Employability skill development

Response: D. Any one of the above

File Description	Document
Institutional data in prescribed format	View Document
Detailed report of the Capacity enhancement programs and other skill development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document
Link for additional information	View Document

Other Upload Files

1 [View Document](#)

5.1.3

Average percentage of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 43.55

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counseling offered by the Institution in a year

2021-22	2020-21	2019-20	2018-19	2017-18
124	132	136	109	99

File Description	Document
Year-wise list of students attending each of these schemes signed by competent authority	View Document
Institutional data in prescribed format	View Document
• Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centers	View Document
Any additional information	View Document
Link for institutional website. Web link to particular program or scheme mentioned in the metric	View Document
Link for additional information	View Document

5.1.4

The Institution has an active international student cell to facilitate study in India program etc.,

Response:

Dr. Vitthalrao Vikhe Patil Foundation's College of Nursing, affiliated with the Maharashtra University of Health Sciences (Nashik), and located at Ahmednagar, is recognized as an outstanding teaching institute, providing quality education to maximize its global impact. Career support, advice, and exchange support are the essential wings of our institute. It also promotes a multi-ethnic culture among the students and encourages them to participate in numerous local and cultural events. The Institute has a separate cell for International students to provide them with academic and personal support. The main aim is to promote internationalization and partnerships with international institutes. The Institute has collaborations with institutions both nationally and globally for student exchanges, student externships, and higher-education opportunities. It is committed to making its presence felt in the international academic circle.

The students are exposed to different cultural values, belief systems, and behaviors to create oneness and promote contemplation beyond academics. The cell creates a bridge between the students and the administration/management. The International Student Cell provides necessary guidelines related to the University to the students.

The International Student Cell of the Institution was established in 2018-2019 and is monitored by the International Student Cell Committee. The Cell takes the utmost care of international students during their stay, from admission to the completion of their studies.

It promotes cordial student-student and student-teacher relationships and ensures the support and integration of international students in the various events held at the institute. It also guides students in the preparation of different International examinations.

Functions:

The cell provides information related to:

- The admission process
- Any issues with the certificate process
- Hostel Accommodations
- Academic or Administrative Issues
- Redressal of student grievances
- Any issues related to the official documentation processes
- Guiding the students for opportunities abroad in the nursing field
- The cell is working in collaboration with the alumni association. Some alumni who benefited from the activity of this cell have settled abroad. The alumni settled abroad are in contact with the institute's international student cell and guide the students for the examinations like IELTS, OET, and TOC by interacting with them through video conferencing and live guest lectures.
- Also, the students are getting recent updates about new short courses and other Superspeciality courses available abroad.
- Facilitates the networking of students and faculty and trains them for:
 - International work environment
 - Fast-changing medical and healthcare requirements
 - Clinical research and advancement

Process:

The student exchange process is facilitated by sharing information from partner Institutions regarding opportunities for internship and exchange of students & faculty through notices, emails, etc. In addition, the International Student Cell of the institute assists both incoming and outgoing students in streamlining documentation, local stay, hospitality, and travel arrangements. The students are ensured to have required certificates or reference letters for visits and VISAs upon confirmation from partner institutions. Information regarding other opportunities available is also shared as and when received with the students and faculty of the departments concerned.

File Description	Document
Any additional information	View Document
Link for Any other relevant information	View Document
Link for international student cell	View Document

5.1.5

The institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging

1. Adoption of guidelines of Regulatory bodies
2. Presence of the committee and mechanism of receiving student grievances (online/ offline)
3. Periodic meetings of the committee with minutes
4. Record of action taken

Response: All of the above

File Description	Document
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	View Document
Institutional data in prescribed format	View Document
Circular/web-link/ committee report justifying the objective of the metric	View Document
Any additional information	View Document
Link for Additional Information	View Document

5.2 Student Progression

5.2.1

Average percentage of students qualifying in state/ national/ international level examinations during the last five years
(eg:GATE/AICTE/GMAT/GPAT/CAT/NEET/GRE/TOEFL/PLAB/USMLE/AYUSH/Civil Services/Defence/UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)

Response: 7.28

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: GATE/AICTE/GMAT/ **GPAT**/CAT/NEET/ GRE/TOEFL/ PLAB/USMLE/AYUSH/Civil Services/Defence/ UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) year-wise during the last five years ..

2021-22	2020-21	2019-20	2018-19	2017-18
2	3	3	5	4

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg:GATE/AICTE/GMAT/CAT/NEET/GRE/ TOEFL/ PLAB/ USMLE/AYUSH/Civil Services/Defence/UPSC/ State government examinations / AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) **during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
30	35	44	75	52

File Description	Document
Scanned copy of pass Certificates of the examination	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

5.2.2

Average percentage of placement / self-employment in professional services of outgoing students during the last five years

Response: 99.64

5.2.2.1 Number of outgoing students who got placed / self-employed year- wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
75	91	68	74	54

File Description	Document
Institutional data in prescribed format	View Document
In case of self-employed professional services registration with MCI and documents for registered clinical Practitioner should be provided	View Document
Any additional information	View Document
Annual reports of Placement Cell	View Document
Link for Additional Information	View Document

5.2.3

Percentage of the batch of graduated students of the preceding year, who have progressed to higher education

Response: 13.33

5.2.3.1 Number of last batch of graduated students who have progressed to higher education

Response: 10

File Description	Document
Supporting data for students/alumni as per data template	View Document
Institutional data in prescribed format	View Document
Any proof of admission to higher education	View Document
Any additional information	View Document
Link for Additional Information	View Document

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/ National / International levels (award for a team event should be counted as one) during the last five years.

Response: 64

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/National / International levels (award for a team event should be counted as one) year-wise during the last five years .

2021-22	2020-21	2019-20	2018-19	2017-18
08	09	15	21	11

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document
Duly certified e-copies of award letters and certificates	View Document

5.3.2

Presence of a Student Council, its activities related to student welfare and student representation in academic & administrative bodies/ committees of the Institution

Response:

Our institute has a well-established student council (SC) to promote curricular or extra-curricular activities. It is formulated to provide opportunities for each student's personal, intellectual, professional, and social growth. In addition, the student council helps to share ideas, interests, and concerns with the teachers, the college principal, and the college administration.

The student council focus on the welfare of the students hence when the students are admitted they are given orientation and allotted mentors.

Each nursing student is encouraged to cultivate leadership skills within the council. The Student Council elects its president, vice-president, secretary, treasurer, Cultural Representative, NSS Representative, Sports Representative, and other administrative members every year. The student representatives are usually selected from each class.

The objectives of the Student Council are:

1. To uphold the dignity and honor of the Nursing profession.
2. To promote the participation of the students in academic and administrative affairs.
3. To involve the students in intercollegiate sports and cultural activities.
4. To promote collaborative relationships with various health organizations.
5. To bring out the talents and confidence of the students to uplift self-development.
6. To inculcate the value of esprit de corps.
7. To develop leadership abilities among the students.
8. To improve the students' social contacts to enhance professional growth.
9. To improve understanding between and within groups through interaction and communication.
10. To develop student potential and encourage them to become well-informed, honest, interested, and active citizens.

Activities of the Student Council

The student council actively organizes and participates in extension activities, Cultural Festivals, International Nurse's Day, Sports Day, Institutional Programs, NSS Activities, intercollegiate competitions, etc.

Representation of students in the academic committee:

The students are also involved in the college academic committee as member representatives. Students play an important role in the college academic committees. The Principal and Class coordinators select the students from each class as academic committee members. As a member of the academic committee, the students play a vital role in planning educational policies, the curriculum for courses, and student grades, providing suggestions to the committee on academic matters, and protecting the academic quality & integrity of the college educational programs.

Representation of students in the administrative committee:

The institute provides a platform for the active participation of the students in the administrative bodies. For example, the student representatives are included in the curriculum, Anti-ragging, Student redressal, prevention of sexual harassment and library committee, hostel committee, and disciplinary committee for the student's welfare and overall development.

Students' feedback is obtained regularly on faculty performance, curriculum, program outcomes, physical facilities, placement, and various learning resources.

The anti-ragging committee functions round the clock to prevent ragging on college and hostel premises. The name and phone numbers of the committee members are displayed at the college and hostel. Students are being monitored by the anti-ragging committee regularly. At the beginning of every academic year, the senior students are sensitized about preventing ragging and creating a friendly relationship with their juniors to maintain a friendly and pleasant atmosphere.

File Description	Document
Any additional information	View Document
Link for reports on the student council activities	View Document
Link for any other relevant information	View Document

Other Upload Files	
1	View Document
2	View Document

5.3.3

Average number of sports and cultural activities/competitions organised by the Institution during the last five years

Response: 20

5.3.3.1 Number of sports and cultural activities/competitions organised by the Institution year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
11	13	25	26	25

File Description	Document
Report of the events with photographs or Copy of circular/ brochure indicating such kind of activities	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

Other Upload Files	
1	View Document

5.4 Alumni Engagement

5.4.1

The Alumni Association is registered and holds regular meetings to plan its involvement and developmental activities with the support of the college during the last five years.

Response:

The Alumni Association of the Institution has been formed and registered with the charity commissioner office of Ahmednagar (Maharashtra -899 / 2015/ Ahmednagar and F-19081). It provides a forum for alumni to maintain and develop their links with the college.

The vision for the Alumni Association is to strengthen our alma mater by supporting and personifying the institute's mission, to encourage lifelong learning of members, to foster leadership among the students and alums, and to provide opportunities for investment in the nation's future.

Nursing as a profession and a discipline utilizes knowledge derived from Arts, the Sciences (Physical, biological, and behavioral), humanities, and human experience. Nursing science incorporates clinical competence, critical thinking, communication, teaching-learning, professionalism, caring, and cultural competency. Nurses collaborate with other health disciplines to solve individual and community health problems. The Nursing practice is based on acquiring knowledge, understanding, attitude, competencies, and skills through the council's curricular and course standards. The program prepares its graduates to become exemplary citizens by constantly adhering to the code of ethics and professional conduct in fulfilling personal, social, and professional obligations to meet national aspirations.

The primary role of graduates would be providers of care with proficiency and delivering safe care, coordinators/managers of care by being active participants of inter-professional teams, and members of a profession demonstrating self-responsibility and accountability for practice as well as supporting the profession in every way.

The alumni association of our institute has a primary motive of cooperation and understanding of the past students who have passed from the Institution and the Institute Staff. The VIMS Alumni Association conducts the yearly batch-wise and annual joint meetings for undergraduate and

postgraduate students. The VIMS Alumni Association, as described above, keeps in touch with the alumni members. They get access to college festivals and events, merchandise, and sports programs, which indirectly helps the juniors for networking. The VIMS alumni encourage the alumni students to act as ambassadors of the institute and assist in the further Development of the college. The membership is awarded to any Graduate and Postgraduate (Degree/Diploma) student who successfully completes their education. This helps them to be eligible to become Alumni members of the Association with voting rights.

The VIMS Alumni Association raises funds for the promotion of the objectives of the Association and for some charity work. Also, alumni have donated books, whiteboards, foam flex boards, etc., to the institute.

In 2017, the mega alumni meet was organized in Ahmednagar, Lonavala, Mumbai, and New Delhi. After this meet, the institute is continuously in contact with nearly 80 percent of the alumni.

Our alumni association's transactions are regularly audited, the Association report is submitted to the charity commissioner's office, and its guidance is solicited.

The VIMS alumni association, in all aspects, is a lighthouse to the present and the past students of the institute. Our teachers, administrative staff, and management are very active in the alumni association. The VIMS Alumni Association is connected to **the PRAVARA** Portal, the mother organization of our institute and foundation.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document
Lin for quantum of financial contribution	View Document
Link for frequency of meetings of Alumni Association with minutes	View Document
Link for details of Alumni Association activities	View Document
Link for audited statement of accounts of the Alumni Association	View Document

5.4.2

Provide the areas of contribution by the Alumni Association / chapters during the last five years

- 1. Financial / kind**
- 2. Donation of books /Journals/ volumes**
- 3. Students placement**
- 4. Student exchanges**
- 5. Institutional endowments**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Certified statement of the contributions by the head of the Institution	View Document
Any additional information	View Document
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Chartered Accountant and Head of the Institutions	View Document
Link for Additional Information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The Institution has clearly stated vision and mission which are reflected in its academic and administrative governance.

Response:

The Institution is a unit of the Dr.V.V.P. Foundation, Ahmednagar, which was begun with a diploma course in the year 2005 and later started a graduation course (B.Sc. Nursing) in 2008, P.B.B.Sc Nursing in 2010 and a Post Graduate course (M.Sc. Nursing) in 2017 in three specialties and in 2022 two more specialties affiliated to MUHS, Nashik.

Vision:

To develop a center of professional excellence in nursing that holds global standards and provides quality education, health care, and research towards the prodigious dedication to the nation.

Mission:

1. To prepare nursing students with a curriculum with global standards and learning, teaching, technology, and research catering to professional excellence.
2. To make learning an experience that will inspire learners to reach their full potential and become role models.
3. To fulfill the comprehensive healthcare needs of the nation with a holistic approach.
4. To foster leadership through the values based on patient care practices integrated with interdisciplinary collaboration and partnership.
5. To contribute to the professional development of the faculties as per the academic requirements.

Nature of Governance:

The institution follows a democratic and participatory mode of governance under the Dr. VVP Foundation, Ahmednagar. For the smooth functioning of the college at different levels, the governing bodies entrust the authority to the Secretary, the Director, and the Principal, in that order. The management formulates the policy statement and action plans after careful consideration of all the stakeholders. Academic and administrative governance functions through a participatory system with various statutory and non-statutory bodies.

Perspective plan:

The institution has a comprehensive plan based on the contributions and feedback received from

all the stakeholders regarding the developmental and curricular activities, community engagements, research, conferences, seminars, workshops, etc., which are then incorporated into the perspective plan. There are regular interactions with various stakeholders in the form of faculty meetings, alumni meets, parent meetings, and professional and employer interactions to consider their inputs. Based on the stakeholder's feedback regarding the teaching-learning process, curricular and extra-curricular activities, and the overall functioning of the college, the principal and the management plan developmental activities and ensure their timely execution.

Institutional excellence:

The institute believes in striving for excellence in all aspects. The college faculties are well-qualified, with most of the faculties with postgraduate degrees, two with a doctorate, and five pursuing Ph.D. Students have obtained ranks in the university examinations and have represented the college in various competitions at the university level. Students get hands-on clinical experience in the 990-bedded super-specialty parent hospital, which enables them to be champions in transforming the healthcare system. One hundred forty-five poor and marginalized students have been provided with financial assistance under the Earn and Learn scheme to realize the institute's vision.

In the last five years, 314 UG and 56 PG students have successfully completed their training. In the last five years, 45 students have been placed in the central government/state government, while four students have been placed overseas. Most graduates have been placed in well-reputed private educational institutes and hospitals.

File Description	Document
Any additional information	View Document
Link for Vision and Mission documents approved by the College bodies	View Document
Link for additional information	View Document
Link for achievements which led to Institutional excellence	View Document

6.1.2

Effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

The higher level management (BOM) includes the Chairman, Trustee, Chief Executive Officer, Secretary General, and Director, who looks after the administration of the Institute. The Principal deals with academic & administrative affairs, and the Vice Principal assists the principal in conducting all the programs and activities. The Medical Superintendent and the Nursing Superintendent look after the functioning of the hospital and manage the tasks related to the patients and clinicians. The heads of the

various departments support and coordinate the day-to-day academic activities. The departments and various committees have autonomy to make decisions in the conduct of various activities, which they communicate to the Principal. The Office Superintendent looks into the matters of the student section. The Chief Librarian, with the help of the Assistant Librarian, manages the library work, and the Rector, with the help of the warden takes care of the safety of the students through constant supervision.

Decentralization

The institute has decentralized its administration by an appropriate committee based on participative management for all its major activities like academic, general administration, human resources, financial, disciplinary, maintenance management, and evaluation.

Academic Management

Decentralization of decisions regarding academic matters is done to the maximum extent. Academic activities such as course work, syllabus distribution, academic calendar, the orientation of the program, value-added courses, certificate courses, conferences, workshops, seminars, guest lectures, educational visits, project work, etc., are done with the consultation of Heads of the Departments. The teaching faculty and students are given adequate representation in various committees to improve the quality of education.

Administrative Management

The higher management has further decentralized the administration through the Principal, Vice Principal, HOD, and by the constitution of different committees that play a key role in the organization. The roles and responsibilities of the teaching and the non-teaching staff are well-defined by consultation with the department heads. Each department prepares its short-term and long-term plans regarding infrastructure, academics, finances, and manpower which are submitted to the management for suggestions and approval. The teaching faculties represent as an invite in various administrative committees. Thus, all the administrative duties are decentralized from the higher management to the faculties.

Human Resource Management

The Human Resources Department coordinates recruitment, transfers, promotions, retirements, and gratuities in consultation with the Principal. It also formulates and updates the policies for the faculty's welfare.

Financial Management

By considering the departmental budget submitted by the HOD and the inputs from various stakeholders, the Principal formulates a tentative budget for the college in consultation with the accounts department. The yearly budget is submitted to the higher management for modifications and approval from BOM.

Disciplinary Management

The code of conduct is prepared by considering the inputs from the various stakeholders, which are

followed strictly.

Maintenance Management

The institute has a maintenance manual for various departments. Faculties strictly follow it as and when required.

Outcomes in the Institutional Governance

Due to the decentralized and participative management, the faculty and the students of the institute develop accountability and decision-making abilities, thereby developing effective leadership qualities.

File Description	Document
Any additional information	View Document
Link for relevant information / documents	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The Institutional has well defined organisational structure, Statutory Bodies/committees of the College with relevant rules, norms and guidelines along with Strategic Plan effectively deployed

Response:

The Principal governs the academic and administrative functions of the institute. Strategic plans are prepared based on the stakeholders' feedback to achieve the vision and mission of the institute, which is deployed under close monitoring. The Principal delegates departmental heads to make an academic decision and prepare departmental requirements, which are then forwarded to the governing body for approval. The Vice-principal, under the guidance of the secretary, performs the duties in the absence of the Principal. The Director and the Principal handle all the administrative departments and their functioning, such as establishment, human resources, Accounts, Purchase, student section, central store, civil, electric, maintenance, security, and transports.

The Medical Superintendent looks after the hospital management, which is supported by the Assistant Registrar, the Super-specialty in charge, the Nursing Superintendent, and the other incharges.

Statutory Bodies:

The Institution is affiliated with statutory bodies such as the Indian Nursing Council (INC), the Maharashtra Nursing Council (MNC), the Directorate of Medical Education and Research (DMER), and

the Maharashtra University of Health Sciences (MUHS), Nashik. Every year the institution continues the affiliation process with these statutory bodies.

Committees of the college

The Chairman of the committee and the members collectively make decisions and play an important role in determining the institutional policies and their implementation.

? The Internal Quality Assurance Cell (IQAC) is headed by the IQAC Coordinator, and the other members include the management representatives, members from local societies, stakeholders, alumni representatives, a secretary, faculty, and a student representative.

? The Head of the Department (HOD) holds departmental meetings regularly where various issues of teaching, learning & the evaluation process, clinical postings, and requirements are discussed.

? A Staff meeting is held every month based on the various agenda. Various monthly announcements and information regarding curricular and co-curricular activities of the month are shared.

? The Curriculum committee deals with curricular aspects of the Nursing College, its enrichment, and curriculum-related feedback.

? The Staff Development Committee conducts various professional programs for the faculty on staff empowerment and organizes and observes social programs with the faculty.

? The Infrastructure & Learning Resources Committee deals with infrastructural requirements and resources for learning.

? The Website Committee covers the college events and displays the reports on the website.

? The Student Support & Progression Committee has sub-committees for student support.

? The Sports Committee emphasizes the physical health of the students.

? The Anti-ragging Committee makes sure that there is zero ragging on campus.

? The Mentor-Mentee Committee plans the mentoring system and arranges mentor-mentee meetings.

? The Student Nurses Association focuses on the holistic development of students and conducts various co-curricular activities.

? The Student Counseling Committee guides needy students in counseling.

? The Grievance Redressal Committee addresses the grievances of the staff and students.

? The Career Guidance Cell collaborates with external agencies and conducts career-related sessions.

? The Women's Cell is concerned with women's empowerment and protection of women from harassment.

? The Institutional Research Committee (IRC) focuses on promoting quality research.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Link for strategic Plan document(s)	View Document
Link for organisational structure	View Document
Link for minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	View Document

6.2.2

Implementation of e-governance in areas of operation

1. Academic Planning and Development
2. Administration
3. Finance and Accounts
4. Student Admission and Support
5. Examination

Response: D. Any two of the above

File Description	Document
Screen shots of user interfaces of each module Annual e-governance report approved by Governing Council/ Board of Management/ Syndicate Policy document	View Document
Policy documents	View Document
Institutional data in prescribed format	View Document
Institutional budget statements allocated for the heads of E_governance implementation ERP Document	View Document
Any additional information	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has effective welfare measures for teaching and non-teaching staff

Response:

The institute always motivates the faculties by organizing faculty development programs, financial assistance, and support, promoting higher studies, health facilities, and children's education.

The following welfare schemes are available for the teaching and the non-teaching staff:

1. **Provident fund:** The Non-teaching staff of the institute is covered under the Provident Fund Act, 1953.
2. **Gratuity Scheme:** The Group Gratuity Scheme is applicable to all employees who have completed five years of service.
3. **Group Insurance:** All staff members are covered under the General Insurance Scheme.
4. **Health care:** Free and regular health check-ups are conducted for all staff, and medicines are provided at a subsidized rate with a 20% discount.
5. **Fitness facilities:** Outstanding facilities for physical fitness are available on campus at a subsidized rate for the faculty and students.
6. **Accommodation:** Accommodation facilities are provided with free and subsidized rates with internet and intercom facilities for the teaching and non-teaching staff.
7. **Employment to Spouses:** The Institute has provided employment to the spouses of the staff members for socioeconomic development and family welfare.
8. **Education Facilities for children of staff:** Dr. V.V. Patil Foundation has various institutes which provide a good education for the children of the faculties. Traveling facilities are provided for the children of the staff.
9. **Facilities for a family of staff:** The institute has provided a food court and a canteen to the family of the staff at subsidized food prices.
10. **Facilities for bachelor staff:** The food court and canteen are provided to the staff at a subsidized rate.
11. **Celebrations and activities:**
 - ? The institute celebrates important festivals for the stakeholders.
 - ? The Institute encourages the teaching staff by giving certificates and mementos for organizing various sports and cultural events at student functions.

12. Research and Publications: The institute has provided the facility for the faculty to conduct research and encourages them to publish research papers in Indexed journals.

13. Leaves:

? The institute has granted various leaves for the teaching and non-teaching staff that include casual leaves, sick leaves, vacations, and privileged leaves every year.

? Maternity leave is granted to the concerned staff.

? Special leaves are provided to the teaching faculties with financial support to attend workshops and conferences and to conduct the University's practical examinations, Inspections & Staff Approvals.

14. Bank loans, Institutional loans, and Society loans: The Institute has a policy of financial advances and bank loans for needy staff.

15. Uniform: There is a uniform for class III and class IV employees, free of cost.

16. Wi-Fi facility: There is a provision of internet facility to all staff, free of cost.

File Description	Document
Any additional information	View Document
Link for policy document on the welfare measures	View Document
Link for list of beneficiaries of welfare measures	View Document
Link for additional information	View Document

6.3.2

Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 75.07

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
26	0	22	8	12

File Description	Document
Relevant Budget extract/ expenditure statement	View Document
Policy document from institutions providing financial support to teachers, if applicable E-copy of letter indicating financial assistance to teachers	View Document
Office order of financial support	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.3

Average number of professional development / administrative training programmes organized by the Institution for teaching and non- teaching staff during the last five years

(Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

Response: 0

6.3.3.1 Total number of professional development / administrative training programmes organized by the Institution for teaching and non-teaching staff year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Reports of Academic Staff College or similar centers Verification of schedules of training programs	View Document
Institutional data in prescribed format	View Document
Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	View Document
Copy of circular/ brochure/report of training program self conducted program may also be considered	View Document
Any additional information	View Document
Link for Additional Information	View Document

6.3.4

Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years..

Response: 94.31

6.3.4.1 Number of teachers who have undergone Faculty Development Programmes including online programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course and any other course year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
14	20	22	23	00

File Description	Document
Institutional data in prescribed format	View Document
E-copy of the certificate of the program attended by teacher	View Document
Days limits of program/course as prescribed by UGC/AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	View Document
Any additional information	View Document
Link to additional information	View Document

6.3.5

Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The performance appraisal policy of the Institute is designed to assess the annual performance of all the staff. The appraisal process is conducted annually from August to July using standardized formats. It is based on the staff's annual performance based on their academic, research, and other extra-curricular activities. It is also based on his\her feedback from students, colleagues, and administration.

This policy is designed to help employees to achieve the set objectives and act as a reward for their contribution to the progress of the College. It is a major part of the performance management system. It promotes employees to achieve their professional goals, develop academic growth, enhance their research skills, and improve work quality and efficiency in the college.

A systematic performance appraisal system provides valuable feedback to the employees, the HOD, the Principal, and the Management, which helps identify promotable staff and their areas of talent and areas where they are lagging. It helps the management to place the right employees for perfect jobs depending on their skills in particular areas.

Objectives of the Performance Appraisal System:

- ? To evaluate the performance of employees
- ? To make decisions regarding the promotion of employees
- ? To identify the needs for training, growth & development
- ? To increase harmony and enhance the effectiveness

Parameters For the Teaching Faculty: -

1. Completion of the allotted academic schedule
2. Use of pedagogical aids in teaching
3. Examination duties at the University level/College level
4. Efforts for improvement of the results
5. Paper, poster publications/presentations, Copyrights, Patents
6. Workshops/CNE/Conferences/Trainings attended
7. Research projects undertaken
8. Participation in Academic/Administrative and other responsibilities (NAAC/NABH etc.)
9. Contribution to Admissions, Counselling, and Development of the Institution
10. Organization of Curricular/Co-curricular/Extracurricular activities

Parameters for the Non-Teaching Faculty: -

1. Initiative
2. Written Communication
3. Relations with Superiors
4. Relations with Colleagues
5. Relationship with Patient/Customer/Student
6. Application of Knowledge/Skills
7. Punctuality in work
8. Participation in College/ Hospital Activities
9. Dedication to work

Process of Performance Appraisal:

The performance appraisal process starts with the employee assessing their performance (self-appraisal), followed by an assessment by the Head of the Department, and culminates with an assessment by the Head of the Institute. The process is depicted below:

- a. Self-Appraisal
- b. Head of the Department
- c. Head of the Institute

Benefits of the Performance Appraisal System:

- ? Assists in enhancing the staff performance
- ? Acts as a tool for inspiration
- ? Helps in becoming integrated with the strategic vision
- ? Promotions, Salary Increases & Compensation
- ? Gives individual staff feedback about their job performance and provides motivation
- ? Provides Effective Communication: Effective communication between employees and employers is critical for the management. Through performance appraisal, this communication can be achieved in the following ways:
 1. The higher authorities can understand and accept the subordinates’ skills.
 2. The subordinates can also understand, create trust and confidence in their superiors, and can maintain cordial relations.

File Description	Document
Any additional information	View Document
Link for performance Appraisal System	View Document
Link for any other relevant information	View Document

Other Upload Files	
1	View Document
2	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The Institution Resource mobilization policy focuses on achieving the goals and targets of the institution, ensuring accountability and transparency. A Harmonized Governing body coordinates and monitors the optimal utilization of the funds to promote a learner-centric ecosystem.

The strategies adopted for the mobilization of funds are:

- 1.** The Institute has outsourced the installation of 577.20 KWp, Monocrystalline ground mount solar grids on the Campus at a monthly payment of Rs. 12 per generated unit, which resulted in a large saving in Electricity bills.
- 2. Book Grants:** Grants from MUHS for the purchase of books (2017-18 Rs. 30,500/-)
- 3. Water Tank:** Institutional area is dry and rocky, so storing water is difficult, especially in summer. We received funds from the ZP for a water tank.
- 4. Working women's hostel:** Many women come from distant places for service on our campus, and we provide a hostel facility for their convenience. For that, we have received Rs. 1,27,57,584 from the Central Government.
- 5. Text Book Donations:** Outgoing students have regularly donated books to the library regularly for the last five years.
- 6. Research grants:** Rs. 65,000/- research grants have been received from MUHS in the last five years.
- 7. Funding from alumni donors:** Funds have been donated to purchase one big Whiteboard, one center table, and 16 Foam Flex Boards for our college.
- 8. Tuition fees:** They are used for infrastructure and academic activities
- 9.** The allocated funds are used to purchase equipment and to organize seminars, workshops, conferences, etc. There is always a need for maintaining and upgrading facilities provided by the college occasionally, along with infrastructure improvement. The Purchase Committee ensures that the purchases are made properly and in accordance with the needs and rules.

The Management reviews the mobilization of funds and the utilization of these sources periodically in their meetings. Regular internal audits from a Chartered Accountant ensure that the resource mobilization is done correctly.

Optimum Utilization of Resources

Aided by the vision plan of the institute, the financial resources accrued are judiciously budgeted and utilized for the all-round development and quality enhancement of the institute. The well-established internal and external audits, Finance Committee, and the BOM effectively monitor the optimum utilization of Resources. The Planning and Monitoring Board and the university-level committees implement schemes in a time-bound manner. Resources were never a crunch in the institute in building infrastructure, quality staffing, and healthcare facilities.

Utilization of resources is done mainly for the following:

Academic

1. Conference/workshop Meeting expenses
2. Printing and Stationary
3. Repairs, Maintenance, and Equipment (skills lab), Books & Journals
4. Salaries and other allowances for the teaching & non-teaching staff
5. Traveling expenses

Health care facilities

1. Health Camp expenses
2. Hospital facility expenses – equipment, drugs, instruments
3. Lab and Dept. current expenses

Infrastructure:

1. Extension of infrastructure
2. Maintenance

Common

1. Audit fees and expenses
2. Legal expenses
3. Electricity, telephone, internet, postage, and telegrams

File Description	Document
Any additional information	View Document
Link for resource mobilization policy document duly approved by College Council/other administrative bodies	View Document
Link for procedures for optimal resource utilization	View Document
Link for any other relevant information	View Document

Other Upload Files	
1	View Document

6.4.2

Institution conducts internal and external financial audits regularly

Response:

The Institution monitors the effective and efficient use of financial resources by Chartered Accountants through the Control of the Central Pooling System and Audit. The institution conducts internal and external financial audits regularly. KSS and Company carry out the internal financial audit of the college annually.

The Finance Committee recommends the annual revenue and capital expenditures budget annually, and the Board of Management approves it. Deficit budgeting is not encouraged as recurring and capital expenditures are projected to be within the Institution's budgeted resources. Auditors certify the income and capital expenditures each year. The Audit Committee plans and controls audit activities, including the internal and statutory audits.

Internal Audit

Internal auditing is an independent, objective assurance and consulting activity designed to add value to an institute's operations. It helps the institute to accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes. Internal auditing provides insights and recommendations based on analyses and assessments of data. With a commitment to integrity and accountability, internal auditing proves valuable to governing bodies and senior management as an objective source of independent advice.

Functioning

Internal audit is carried out regularly through external agencies, and reports are submitted on a quarterly basis. Auditors try to compile procedural lapses at the time of audit along with the accountant. The deviations are reported to the management. The Accountant submits a compliance report to the management at the audit committee meeting. The college authorities compile these, and the HOI reviews the report and the compliance.

Annual stock verification is carried out in stores, and the internal audit team works as an extended arm of the Finance and Accounts Department.

External Audit

External Audits are done by an audit firm team headed by Chartered Accountants, which include verification of all the statutory commitments and compliance of the same carried out elaborately by considering the reports of the regular internal audit.

Functioning

The External audit is conducted every year by Kadam and the Company. All financial matters are taken care of by the Finance Committee, which is headed by the management of the college. The Statutory auditor ensures the compliances related to the Bombay Public Charitable Act, the Income Tax Act, the Provident Fund, the Miscellaneous Provisions Act, etc.

Outcomes of auditing

By the mechanism of adopting both internal and statutory audits, the accuracy of the financials is achieved and maintained. The report by the audit team is immediately corrected, and precautionary steps are taken to avoid such errors in the future, thereby adhering to standard accounting practices. So far, there have been no major objections by the audit. It is also a credit that the college's financial stability management system and the auditing process have received consistently good results. As part of this financial jurisprudence, it is envisioned that our college will evolve an activity-based budgeting model along with time-line based deliverables, providing accountability-linked administrative and financial autonomy to all the constituent units of our college.

File Description	Document
Any additional information	View Document
Link for documents pertaining to internal and external audits year-wise for the last five years	View Document
Link for any other relevant information	View Document

6.4.3

Funds / Grants received from government/non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III)

Response: 3.31

6.4.3.1 Total Grants received from government/non-government bodies, individuals, philanthropists year-wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0.85	0.97	0.85	0.64	00

File Description	Document
Provide the budget extract of audited statement towards Grants received from nongovernment bodies, individuals, philanthropist duly certified by Chartered Accountant and the head of the institution	View Document
Institutional data in prescribed format	View Document
Copy of letter indicating the grants/funds received by respective agency as stated in metric	View Document
Any additional information	View Document
Annual statements of accounts	View Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

6.5.1

Instituion has a streamlined Internal Quality Assurance Mechanism

Response:

The Internal Quality Assurance system is a step towards excellence. The IQAC of DVVVPF College of Nursing was established in 2018 with the aim of promoting excellence through institutional quality parameters. It believes in quality maintenance, sustenance, and enhancement as prescribed by the NAAC, NABH, NABL & other quality regulatory organizations. Stakeholders' feedback promotes planning the quality sustenance activities in teaching, learning, evaluation, and research. It ensures continuous improvement in all the units and aspects of the College. It comprises the Institute's members, external quality experts, and other stakeholders, such as members from employers, professional bodies, parents, NGOs, alumni, and students. The IQAC of the Institute meets once in three months. The IQAC of the Institute functions towards the internalization and systematization of quality enhancement.

Objectives:

- i. To develop a system for conscious, consistent, and catalytic action to improve the academic and administrative performance of the institution.
- ii. To promote measures for institutional functioning towards quality enhancement through internalizing quality culture and institutionalizing best practices.

Activities

The IQAC monitors the qualities of the Institute in curriculum, extra-curricular activities, feedback from students and other stakeholders, teaching-learning activities, research and extension activities,

infrastructural developments, faculty development programs, capacity enhancement activities, placements, alumni contribution, initiations, and sustenance of good, healthy, and best practices of the Institute. The IQAC aids in the quality of community outreach programs through MOUs with other Government entities & NGOs.

IQAC has initiated the following to enhance quality:

- ? Conducting regular academic and administrative audits
- ? Formation of various committees to oversee the functioning of all the areas of work in college
- ? Maintaining the academic calendar, master rotation, clinical rotation, and the weekly time-table
- ? Developing and monitoring of feedback from students, alumni, employers, and other stakeholders
- ? Developing a mentoring system
- ? Developing various formats and protocol for bringing objectivity to the overall evaluation of activities, that helps to measure the outcome
- ? Adopting innovative teaching-learning processes like, ICT-enabled lectures, experiential learning, project work, etc.
- ? Enhancing the documentation of the Institute
- ? Up scaling the research area, by encouraging individual research by students and taking up minor and major research projects in the faculty
- ? Encouragement for increasing publications and articles
- ? Widening the scope of extension activities and community outreach programs
- ? Extending Collaboration with external professional bodies, NGOs, and CSR activities
- ? Restructuring the infrastructure as per the latest Indian Nursing Council guidelines
- ? Updating the library with additional books, e-journals, software etc.
- ? Revising job descriptions and job specifications for faculties at varying levels per the University and INC guidelines
- ? Developing the employee personal files, and the appraisal system
- ? Motivating staff for faculty development programs, like refresher courses, skill enhancement courses, etc.
- ? Planning various webinars, seminars, workshops, CNEs, etc.

- ? Initiation of placement cell, undertaking several activities for achieving 100 percent placements of students
- ? Developing a strategic plan and monitoring
- ? Sustaining best practices, like Green Campus initiatives, academic support activities, and innovations

File Description	Document
Any additional informaton	View Document
Link for the structure and mechanism for Internal Quality Assurance	View Document
Link for minutes of the IQAC meetings	View Document
Link for any other relevant information	View Document

Other Upload Files

1	View Document
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6.5.2

Average percentage of teachers attending programs/workshops/seminars specific to quality improvement in the last 5 years

Response: 194.7

6.5.2.1 Number of teachers attending programs/workshops/seminars specific to quality improvement year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
35	31	34	34	31

File Description	Document
List of teachers who attended programmes/workshops/seminars specific to quality improvement year-wise during the last five years	View Document
Institutional data in prescribed format	View Document
Details of programmes/workshops/seminars specific to quality improvement attended by teachers year-wise during the last five years	View Document
Certificate of completion/participation in programs/workshops/seminars specific to quality improvement	View Document
Any additional information	View Document
Link for Additional Information	View Document

6.5.3

The Institution adopts several Quality Assurance initiatives

The Institution has implemented the following QA initiatives :

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC)**
- 2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements**
- 3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff.**
- 4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)**

Response: C.Any two of the above

File Description	Document
Report of the workshops, seminars and orientation program	View Document
Report of the feedback from the stakeholders duly attested by the Board of Management	View Document
Minutes of the meetings of IQAC	View Document
Institutional data in prescribed format	View Document
AQAR submitted to NAAC and other applicable certification from accreditation bodies	View Document
Any additional information	View Document
Annual report of the College	View Document
Link for Additional Information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Total number of gender equity sensitization programmes organized by the Institution during the last five years

Response: 12

7.1.1.1 Total number of gender equity sensitization programmes organized by the Institution year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
4	1	2	3	2

File Description	Document
Report gender equity sensitization programmes	View Document
Institutional data in prescribed format	View Document
Geotagged photographs of the events	View Document
Extract of Annual report	View Document
Copy of circular/brochure/ Report of the program	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.2

Measures initiated by the institution for the promotion of gender equity during the last five years.

Response:

Gender Equity

The Institute focuses on the overall development of students in curricular and co-curricular activities irrespective of gender, caste, creed and financial background of the students. We have a conducive environment for gender equity, amply reflected in the composition of students (Male/ Female ratio-1:1.78), teachers (M/F ratio-1:1) and other staff (M/F-1:1.75)

Curricular activities:

There is no gender discrimination shown in selecting students to any of the programs. However, gender-related the topic on, like human sexuality are included in the curriculum. In lab practical with mannequins, both practice together and there is no differentiation in sitting arrangements in class.

Co-curricular activities:

The Institute organized 20 promotional activities, including sessions, webinars, transgender activities, essay writing, posters and cartoon competitions on gender equity for students, faculty and the public, wherever all the activities are conducted with the combination of girls and boys equally.

Safety and Security

To protect and avoid any unfortunate situation on the campus, the Campus has a very prompt and vigilant security system with CCTV surveillance & multiple checks at entry points for people and vehicles. Identity cards are mandatory for every person entering and exiting the main gate; at all times, outsiders have to enter in the register and are checked by security staff & entry is taken. Both genders are included in decision-making and considered equally in the Institute. There is Anti-Sexual Harassment & anti- Ragging committee in the Institute. Presence of round the clock security personnel in the campus. Police communication, if any help is required from the police and helpline numbers, is displayed on the notice board. 24x7 ambulance services are made available within the campus in case of emergency. Mentoring system to deal with any adjustment with co-education or any other personal issues. Separate washrooms for boys and girls. A complaint box is also installed.

Counseling

The Institute has provision of counseling rooms with counselors from Mental Health Department. A topic on counseling is added to the curriculum. Counseling is given to both girls and boys at the time of admission regarding co-education, discipline, rules and regulations and approaches to seeking help related to their physical and psychological issues. The institute has conducted orientation program under Women Cell regarding “Woman sexual harassment” and supports the career progression and development of male & female professional

Common Room

The Institute has Male & Female common rooms for the students to relax during their leisure time. In addition, the common room has facilities like chair & table for having food or snacks, a mirror, a bed to rest and a washroom in close proximity.

Day Care Centers for young children

A daycare crèche is provided to care for young children of staff working in the Institute. Well-trained & qualified staff is appointed and she maintains a register in that in and out timings, parent name, contact number, sex of child etc are maintained. Cubicles for breastfeeding play articles like cycles, attractive toys and cradles for kids are provided.

File Description	Document
Any additional information	View Document
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	View Document
Link for any other relevant information	View Document
Annual gender sensitization action plan	View Document

7.1.3

The Institution has facilities for alternate sources of energy and energy conservation devices

1. Solar energy
2. Wheeling to the Grid
3. Sensor based energy conservation
4. Biogas plant
5. Use of LED bulbs/ power efficient equipment

Response: E. any one of the above

File Description	Document
Institutional data in prescribed format	View Document
Installation receipts	View Document
Geo tagged photos	View Document
Facilities for alternate sources of energy and energy conservation measures	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.4

Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management

- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

The Institute recognizes the importance of reducing waste generation and works with the waste management authorities. As a result, every classroom, department, office and washroom is provided with separate bins in which solid waste is segregated, which will be taken away by the housekeeping workers.

- **Solid Waste Management:**

According to Solid Waste Rules 2016, all the waste generated on the campus is segregated as biodegradable, non-biodegradable and domestic waste. Composting is the best solution to solid waste management. The campus has its own organic waste composting plant measuring about 2000 Sq.Ft, which produces fine compost and is then used for landscaping. The paper waste generated is shredded and given to the vendors. This shredded paper waste is again recycled.

- **Hospital Waste Management**

Hospital waste is the waste produced during health care activities while treating, diagnosing, and immunizing human beings or while doing research activities; the safe and sustainable management of biomedical waste is done in our hospital. Here hospital waste is disposed of according to biomedical waste management policy based on color coding. Disposable contaminated waste, infected dressings, Gloves, syringes(used needle disposed using needle cutter), plastic waste etc in **Red** container, Human anatomical wastes in **Yellow**, Glassware – broken, Contaminated glass, Medicine Vials, Ampoules etc in **blue** and in **white** container waste sharps including metals. These categorized wastes are collected daily by local waste collection agencies and sent for proper treatment.

- **Liquid Waste Management/ Wastewater Recycling:**

The institute has its own Sewage Treatment Plant (STP) Project of 1000 cum/day capacity. It is a Moving Bed Biofilm Reactor (MBBR) Waste Water Treatment Plant. It recycles all the wastewater generated from the institutes and campus. The separated solid waste is known as slurry or sludge. The treated wastewater is used for gardening on the campus, thus reducing the dependence on the freshwater source for gardening and maintaining greenery around the campus. This project reuses treated water for landscape irrigation purposes of around 9500 Sqm. Thus reducing the load on fresh water.

- **E-Waste management:**

The e-waste, like all electrical and electronic devices, is handed over to the Industrial Training Institute

(ITI) affiliated with the same organization through the maintenance department of the institute where it is used for repair and teaching purpose. A memorandum of understanding is in place between the two institutes.

- **Waste Recycling system**

The solid biodegradable waste is composted and used as manure in landscaping. The liquid waste treated at the Sewage treatment plant is also used for gardening. In addition, E-waste generated is used at Industrial Training Institute (ITI) for the learning purpose of some courses. Plastic waste is banned.

- **Hazardous chemicals & radioactive waste management:**

Chemical waste generated from the institute is collected in designated colored containers as per the biomedical waste management rules, 2016, or in non chlorinated bags, and then collected by an authorized waste disposal authority. Radioactive waste generated from the oncology department is send to NUCLETRON B.V. The Netherlands after obtaining permission from Atomic Energy Regulatory Board (AERB).

File Description	Document
Any additional information	View Document
Link for geotagged photographs of the facilities	View Document
Link for any other relevant information	View Document
Link for relevant documents like agreements/MoUs with Government and other approved agencies	View Document

7.1.5

Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: Any Two of the above

File Description	Document
Institutional data in prescribed format	View Document
Installation or maintenance reports of Water conservation facilities available in the Institution	View Document
Geo tagged photos of the facilities as the claim of the institution	View Document
Geo tagged photo Code of conduct or visitor instruction displayed in the institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.6

Green campus initiatives of the Institution include

1. Restricted entry of automobiles
2. Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastics
5. Landscaping with trees and plants

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Geotagged photos / videos of the facilities if available	View Document
Geotagged photo Code of conduct or visitor instruction displayed in the institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.7

The Institution has disabled-friendly, barrier-free environment

1. Built environment with ramps/lifts for easy access to classrooms
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Geo tagged photos of the facilities as per the claim of the institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities. Add a note on how the Institution has leveraged its location for the services of the community (within 500 words).

Response:

Dr. Vithalrao Vikhe Patil Foundation is the only largest Educational Campus in the historical city of Ahmednagar. Most of the students taking admissions in the Institute are local and belong to the nearby villages. As per government rules, the admission process is carried out for all programs. Enough care is taken for specific earmarked seats of each category to be filled up. The Institute regularly organizes activities to inculcate the values of tolerance and harmony towards cultural diversities. Institute belongs to the rural background. Its activities have a very positive impact on society's cultural & communal thoughts directly.

Cultural Diversity:

Every year the Institute organizes an annual cultural gathering, where the students participate in various activities like singing, dancing, drama, fashion shows etc., and perform a variety of cultures & traditional art forms. Various events also give a chance to students to exhibit their talent like Mehendi, Rangoli, face painting, poster making etc. Students actively participate in these events forgetting the barriers of culture, region, language and religion.

Regional:

The Institute is located at the outskirts of Historical city of Ahmednagar in the scenic & mesmerizing beauty of nature. Students are attracted from various parts of Maharashtra like Nandurbar, Dhule, Nasik, and Beed irrespective of caste, creed and socio-economic status. Students belonging to all religious groups are welcomed to take admission at the Institute.

Linguistic Diversity:

The Institute organizes and celebrates Hindi language Day on 14th September every year as a National Language of India. On this occasion essay writing and poem recitation competitions are held to inculcate the importance of Hindi Language. Marathi language day is celebrated on 27th February to mark the birth anniversary of eminent Marathi litterateur V.V.Shirwadkar well known as Kusumagraj.

Communal Diversity:

National festivals like Ganesh Festival, Christmas, Eid-Ul-Fitr and Diwali etc. are celebrated by the students in the Institute and the hostel, irrespective of their culture or religion. Students of various batches plan the program together. An initiative of Varakari Pilgrims's health Checkup Camp is conducted annually in the month of June- July.

Socio-economic:

Students belonging to all socio economic groups are welcomed to take admission at the Institute. No partiality is shown among student or staff based on their caste or socioeconomic status. All the students wear the same uniform and utilize the same facilities like mess. Also they are getting equal chance of participation in all the events without any discrimination.

Community Services:

The Institute has conducted several extension activities in the community to mention a few are the health camps, health education programmes, and awareness on various social issues, rally and street plays. Whenever field visits are conducted, families are screened, and if there are any problems encountered, the referral will be given to the Parent Hospital irrespective of caste or socio-economic status. The day scholars are travelling daily with the help of public or private transport. A free ride is offered from the Foundation main gate to the hospital for all.

File Description	Document
Any additional information	View Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Link for any other relevant information/documents	View Document

7.1.9

Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff.

- 1. The Code of conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the code of conduct**
- 3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff**
- 4. Annual awareness programmes on the code of conduct are organized**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Information about the committee composition number of programmes organized etc in support of the claims	View Document
Details of the monitoring committee of the code of conduct	View Document
Details of Programs on professional ethics and awareness programs	View Document
Any other relevant information	View Document
Link for additional information	View Document
Web link of the code of conduct	View Document

7.1.10

The Institution celebrates / organizes national and international commemorative days, events and festivals

Response:

As a health education institute, we celebrate and organize various International, national commemorative days, events, and festivals.

International Nurses' Day:

Every year on May 12th, International Nurses day is celebrated to mark the nurse's contributions towards people's health. Theme discussions, honoring nurses for their contribution and entertainment

programme and get together are regular features to observe this day

World Health Day:

Each year, 07th April is observed as World Health Day. The World Health Organization sets a theme every year to draw worldwide attention to a subject of significant global importance and each year themes wherever applicable are implemented through activities like guest lectures, poster presentations, role plays, rallies, etc.

International Women's Day:

The Institute celebrates International Women's Day every year to promote gender equality. In addition, it organizes events to sensitize the students and staff about women's rights, women's safety, and empowerment.

Health-Related Days:

The Institute observes various health-related days like, World Mental Health Day, Measles Awareness Day, World International Yoga Day, etc. The rural and urban populations are made aware of the preventive, curative, rehabilitative, and referral services available in our Institute. The academic year begins with World Breast Feeding Week and National Organ Donation week, observed yearly, to create awareness and emphasize the importance of breastfeeding, complementary feeding, infant feeding practices and addressing the issue of Malnutrition among children. We also observe World Tuberculosis Day and World AIDS Day to create awareness about modes of transmission, preventive measures and treatments available for these fatal, infectious and stigmatized diseases.

National Service Scheme (NSS):

The National Service Scheme (NSS) unit of the Institute performs many activities like a street march, street plays, and one to one interactive sessions with the general public to create awareness like Swachh Bharat Mission, Road safety, blood donation, AIDS day for creating awareness.

Projects:

The institute is involved in various government projects like Pulse Polio Campaign, creating awareness, Mobile health clinics to provide health facilities to remote areas, providing health care facilities to pilgrims, etc. In addition, the Institute regularly organizes School Health programs for children.

Festivals:

The Institute celebrates festivals of different faiths, religions, communities and regions to maintain communal and regional harmony among all its employees and students- Diwali, Christmas, Ganesh Festival, Chatrapati Shivaji Jayanti, Marathi day, Dusshera, Onam, Holi, etc.

Commemorative days:

Every year Independence Day August 15th is celebrated with flag hosting and invited talks to recall the contributions and sacrifices made by our freedom fighters and on January 26th Republic Day flag

hosting, followed by Patriotic programmes. Azadi ka Amrit Mahotsav was celebrated in our Institute with various events. We also observe the birth and death anniversaries of many national leaders like Mahatma Gandhi, Savitribai Phule, and Dr. Babasaheb Ambedkar etc, to make the students and faculty aware of these sacrifices of the eminent personalities who made our nation proud and to inspire the young minds to achieve great heights.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

Other Upload Files	
1	View Document

7.2 Best Practices

7.2.1

Describe two Institutional Best Practices as per the NAAC format provided in the Manual

Response:

1. 1 Title of the practice: Earn While you Learn Scheme

2. Objectives:

- i. To provide financial assistance to economically backward and needy students without any discrimination of caste, creed, or gender.
- ii. To make them learn overall management.
- iii. To make students develop multidimensional personality and self-employment.
- iv. To promote the dignity of labor and social commitment among the students.

3. The Context:

The vision of our Founder, late Dr. Hon. Dr. Eknathrao Alias Balasaheb Vikhe Patil Padmabhushan Awardee, was Social Transformation through Education, with this realization; he adopted a strategy to raise awareness among the small peasants and the rural poor, through education. Even though rural students get admission to various courses at the University, they need help to afford other facilities. This scheme was formulated as a solution to all these problems and is a revolutionary step in that direction.

4. The Practice:

It is imperative to cater to the educational needs of this region's underprivileged and financially marginalized students. Every year an advertisement is displayed, interested candidates apply and the committee short lists the eligible student. The Principal approves the list and submits it to the University. Office work allotted includes library works or any administrative work. Each student is expected to work two hours daily, i.e., 12 hours per week, without affecting their academics. Students working under this scheme are paid Rs.50 per hour, subject to a maximum of Rs. 2000 / month.

Another scheme introduced by the management is open to all students who have been admitted to our institution. Our parent hospital provides the opportunity for them to work in clinical after academic hours, i.e., from 6.00 pm to 12.00 am and pays about 13,000-16,000 / month. The students are posted in different clinical areas without affecting their academics. The majority of students who are seeking higher education are from weaker socioeconomic backgrounds and cannot afford the cost of education. The students expressed that though this scheme is helpful to them but they are unable to enjoy the recreational life.

5. Evidence of Success:

This scheme proves to be a boon for economically weaker students. A good number of beneficiaries of this scheme are leading successful lives in every way.

Other than that it provides

- Better option for eligible students who cannot pursue the course for the reason of financial crisis.
- Students get additional experience in office, clinical and fieldwork.
- Students are also absorbed in the parent institute after passing out.
- Exposures to different areas of experience, the students easily get selected in competitive exams.

6. Problems Encountered and Resources Required:

In the case of U.G. Students, only a limited number of students can be benefitted from this scheme. It is difficult to provide work for each student as per their choices. Students have to work after college hours, so we are facing difficulty in managing the manpower for their supervision. Students will be engaged in non-academic hours and it is difficult for them to participate in co-curricular activities.

1.2 Title of the practice: Solar Plant – ‘Empowering Future with Solar Energy’

2. Objectives:

- To provide uninterrupted and economical electricity in the campus.
- To encourage a healthy and eco-friendly environment in and around the institute.
- To look out for the future of our planet and reduce the impact of fossil fuels

3. The Context:

Institutions make huge expenses to provide electricity for its infrastructures. Due to load shedding and interruption in electricity, the institute has to utilize alternative sources which lead to environmental pollution. The ever-renewable source of energy from the sun is a boon for mankind. Our Institution consumes 60,000 units of electricity, costing about 8-9 lakh per month. To minimize the expenses, avail uninterrupted electricity and maintain an eco-friendly campus, the institute installed a solar plant.

4. The Practice:

The institute installed 500 kWp solar plants on 22nd October 2021 by Deserve –Renew Sys Company. After installation, it started functioning from 1st November 2021. The cost of installing a solar plant was around 3.50 Crores. 200 panels which cover about 60 hectares were installed on a sloped area in the north-south direction as the sunlight will be flashing the whole day (8-10 hrs) throughout the panel and can generate energy. Solar-generated energy is supplied to our Institute and campus. The main street lights and many semi-integrated street lights function from our solar energy.

One of the advantages is that due to continuous current supply of express feeder type, there is no load shedding; it acts as a green energy power plant. The conventional nonrenewable energies cause air pollution and solar energy doesn't, so it is as good as planting a tree. This solar power plant provides us with an eco-friendly atmosphere and is part of our green initiative. The solar energy produced in excess is exported to MSEB and imported from them when the production is less, so the balance can be maintained the whole year.

5. Evidence of Success:

Now the Institutions can meet energy demands without paying high electricity bill costs. It can be seen that saving to the tune of Rs. 25, 99,344/- has happened in just one year. The difference between solar energy and conventional electricity is that solar energy does not rely on the use of fossil fuels, does not pollute air or water, and does not contribute to global warming, making it the preferable option. Moreover, solar energy works with the earth's natural resources, whereas conventional electricity depletes or harms them by causing air pollution, so it's a part of green energy.

6. Problems Encountered and Resources Required:

The institute has invested a heavy amount of 3.5 Crores for 500 kWp capacity plant, but the excess electricity which is produced during the summer season cannot be stored. For the storage of surplus electricity, lithium-ion- batteries are required, which cost a high amount. Due to unavailability/interrupted sunlight at night and during the rainy season, we have to depend on the MSEB accordingly. A large area is permanently occupied.

File Description	Document
Any additional information	View Document
Link for any other relevant information	View Document
Link for best practices page in the Institutional web site	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 500 words

Response:

The best performances of the Institution are Health Awareness through Extension activities and Green campus initiatives.

Health Awareness through Extension activities

On the one hand, Health is a highly personal responsibility and, on the other hand, a primary public concern. Health services can adequately protect Health without the active understanding and involvement of the community whose Health is at stake. Health care for the people, to health care by the people, is a paradigm shift. For this, the role of health care providers mandated as education alone is insufficient to achieve optimum Health.

The programs are organized mainly by different departments and the NSS unit of the Institute, where students participate in various community and social outreach activities like ADIP assessment camp, Rashtriya Vayoshri Yojana Assessment Camp, Blood donation camp, Organ donation awareness programs, Free Checkup Camps, Health Awareness programs, School Health programs, Transgender Health checkup, etc. apart from creating awareness about gender sensitization, Prevention of disease, cleanliness, hand hygiene through role play, rallies, poster exhibition, etc. The above practices are helpful for the local community and allow students/faculty to connect with the local population. Moreover, it helps the students understand the ground realities of healthcare and the community's social status.

Sr.No	Academic Year	No: Of Programmes
1.	2021-22	16
2.	2020-21	09
3.	2019-20	15
4.	2018-19	12
5.	2017-18	13

Green campus initiatives

A Green Campus is a Cleaner, Safer, and Healthier Place to Live and Work. The green campus concept allows the institution to develop new paradigms by creating sustainable solutions for society's environmental, social, and economic needs. The green campus was initiated to promote energy efficiency and sustainability.

The institution is surrounded by green fields, good landscapes, and green trees on and around the

campus. The campus has many open garden areas with beautiful indoor and outdoor landscaping, which gives a positive green environment. The use of a battery-powered motorcar with an 8-seat capacity and restricted vehicle entry on campus has improved the air quality and reduced sound disturbances. Tree plantation is performed by students and staff on various occasions. Green areas are maintained by water treated in ETP/STP, having a capacity of 1000 M3 per day and effective water recycling. The campus has its rainwater harvesting systems.

Renewable energy sources referred to as clean energy sources are alternatives to fossil fuel-based energy. Moving to clean energy sources can ensure a sustained energy supply and reduced carbon emissions. Solar energy, the most abundant form of energy, can be harnessed through solar photovoltaic panels. Our Institute has installed a 500 kWp solar plant and solar water heaters for hot water in hostels. The Institute building is designed to use maximum illumination with sunlight, reduces power consumption, and has Zero tolerance for plastic use on campus. Our eco-friendly campus inculcates values and ideology of going green in all students and staff and preserving a positive environment for patients' healthy recovery.

File Description	Document
Link for any other relevant information	View Document
Link for appropriate web page in the institutional website	View Document

8.Nursing Part

8.1 Nursing Indicator

8.1.1

Training in the clinical skills and simulation labs are organized with reference to acquisition and enhancement of skills in basic and advance procedures such as BLS/ALS, Venepuncture, ET intubation/suctioning, central line insertion procedures (PG- as per clinical specialty).

Response:

Organization of skill labs:

Institute has Nursing Foundation, Medical Surgical Nursing, Maternal and Child Health Nursing, Community Health Nursing, Nutrition, and Preclinical Science labs. These skill labs are run by the respective departments. All labs have different mannequins, models, articles, equipments, blackboard, white board, table and chairs.

Utilization:

Nursing Foundation:

All UG students are trained in basic nursing procedures like different types of bed making, maintaining hygiene, NG Feeding, administration of drugs, and assisting for **venepuncture** on mannequins in this lab. UG students are given skill training in **BLS/ALS** in this lab and PG students are trained about BLS/ALS according to their clinical requirement.

Medical Surgical Nursing:

UG students are demonstrated procedures like tracheostomy care, **ET, oral and nasal intubations, ET and oral suction** in this lab. PG students of Medical surgical nursing specialty utilize this lab for practicing advance procedures like assisting in **central line insertion**, liver biopsy, bone marrow aspiration, lumbar puncture, colostomy care, thoracentesis, and abdominal paracentesis. Students are taught about the various endoscopic procedures in OT.

Maternal and Child Health Nursing:

This lab is equipped with a normal labor simulator, pelvis, skull, pediatric dummies, pediatric CPR training mannequin, newborn dummy etc. UG students utilize this lab for procedures like newborn assessment, pediatric CPR, normal and abnormal labor, PV examinations, episiotomy, and suturing. PG students practice procedures like assisting in abnormal labor presentations like breech presentation, twin babies, partograph etc. along with basic procedures.

Community Health Nursing:

This lab is equipped with community bags that contain articles needed during home visits, previous community surveys, previous community posting activities reports etc. UG and PG students of

community health nursing specialty utilize this lab to practice procedures of home visiting before they are exposed to community areas.

Nutrition:

This lab is equipped with central LPG gas facilities, cooking materials, weighing machines, utensils such as different size pots, spatulas and spoons etc. First year students learn therapeutic diets such as diet in anemia, salt restricted, renal, soft, balanced, high fiber, diabetic diet and diet in pregnancy during nutrition practical.

Functioning:

Students are posted in the group of 20 as per their timetable and clinical rotation. All UG and PG students are exposed to basic and advanced procedures as per the curriculum. All instruments and equipment kept in the skill lab are cleaned and dried after every use. Labs are cleaned thrice a week. Cupboards are used to keep the equipment safe. All lab equipments are labeled neatly. Rubber equipment such as mackintosh are powdered and kept at dry place. The demonstrator informs the lab in-charge 3 days prior for the utilization. The lab in-charge ensures that all articles are replaced correctly by the concerned faculty.

Monitoring of students in clinical skill lab:

Evaluation tools such as redemonstrations, procedure evaluation checklists, and Objective Structured Clinical Evaluation are used to evaluate students.

Student’s Feedback:

At the end of the year, feedback regarding skill labs is obtained from each student. Feedback analysis is done, and modifications are incorporated if needed.

File Description	Document
Student feedback on the effectiveness of the facilities.	View Document
Policy on the use of clinical skills and simulation labs in the acquisition and enhancement of skills in basic and complex procedures such as endoscopic surgery and interventional procedures.	View Document
Geotagged photographs/videos of the facilities	View Document
Any additional information	View Document

8.1.2

Average percentage of fulltime teachers who have acquired additional postgraduate Degrees/Diplomas/Fellowships/ Master trainer certifications beyond the eligibility requirements

from Universities/ Recognized Centers/ /Professional bodies in India or abroad. (Eg: additional PG degree, Ph D, Fellowships, Master trainer certifications etc.)

Response: 63.57

8.1.2.1 Number of fulltime teachers with additional degrees, diplomas or fellowship during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
20	10	9	8	11

File Description	Document
List of fulltime teachers with additional Degrees, Diplomas such as PG degree, Fellowships, Ph D, Master trainer etc. during the last 5 years	View Document
Institutional data in prescribed format	View Document
Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships certificates	View Document
Any additional information	View Document
Link for Additional Information	View Document

8.1.3

Students are exposed to quality of care and patient safety procedures including infection prevention and control practices as practiced by the teaching hospital in didactic and practical sessions during their clinical postings.

Response:

Quality of care:

Students of all semesters are taught procedures such as hand hygiene, aseptic techniques, standard precautions, and biomedical waste management to maintain the quality of patient care. Emphasis is given to effective, safe, timely, efficient, equitable, and integrated approaches to handling patients during skill lab training.

Patient safety procedures:

Students are taught about patient safety during their first semester in nursing foundation subject. Following are some of the patient safety procedures which are taught to students;

- **Most Important:**

1. Identification of right patient, correct site and correct procedure.
2. Checking for LASA and High-risk drugs before administration of medicines.
3. Use of appropriate antibiotics as per doctor's prescription, safe and sterile injection practices by using sterile disposable syringes, checking for the right drug and date of expiry before administration,
4. Sensitivity test before administration of any antibiotic,
5. Prevention of infection by using aseptic techniques during invasive procedures,
6. Prevention of infant swapping, identification of the right infant and mother by using an identification tag,
7. Identification of right blood bag with all identification marks and cross matching etc.
8. Checking and keeping the defibrillator charged at all the times.

- **Important:**

1. Presence of a female attendant during the assessment of a female patient,
2. Clear and careful labeling and storage of lab samples of all patients in wards as well as lab,
3. Prevention of bedsores and thrombosis by providing back massage, active and passive exercises,

- **Routine:**

1. Preventing patient falls from the stretcher, or wheelchair by applying safety belts to patients during transportation, safe transportation of patients from hospital staircase and ramp, use of bedside railings,
2. Maintaining normal temperature, humidity, ventilation, light, and preventing mosquitoes and other flies using trappers.

Infection prevention and control:

Infection prevention and control practices are taught to first, second and third year students in nursing foundation, medical surgical nursing, and microbiology subjects.

1. Sterilization of articles: students posted in operation theaters and CSSD practice the cleaning and sterilizing the articles. They are given demonstrations of sterilization and autoclave procedures. They pack the cleaned articles in neatly labeled trays, send them to the autoclave, and handle the autoclave machine as well.
2. Hand washing: Steps of hand washing procedure are demonstrated to students. Students perform hand washing before and after each procedure, in between caring for two different patients in all areas of postings.
3. Biomedical waste management: students are taught about the categories of hospital waste and the disposal methods. They practice segregating the waste at the generation site itself according to the CDC color codes.
4. Students are educated about the symptoms of communicable diseases and the hospital isolation policies which they practiced during COVID-19 pandemic and are still following.
5. Universal Safety Precautions: all students are educated about universal safety precautions.

Demonstration of donning and doffing of PPE is given by the teachers in the skill labs and redemonstrations by the students taken. Students follow same during their clinical postings in OT, ICUS, and while performing invasive procedures.

File Description	Document
Any additional information	View Document
Documents pertaining to quality of care and patient safety practices followed by the teaching hospital	View Document

8.1.4

Average percentage of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years.

Response: 100

8.1.4.1 Number of first year students provided prophylactic immunization during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
96	93	90	96	68

File Description	Document
Uploads for policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work.	View Document
List of students, teachers and hospital staff, who received such immunization during the preceding academic year	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

8.1.5

Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?

- 1.NABH Accreditation of the teaching hospital
- 2.NABL Accreditation of the laboratories
- 3.ISO Certification of the departments / divisions
- 4.Other Recognized Accreditation / Certifications

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
e-copies of Certificate/s of Accreditations	View Document
Any additional information	View Document
Link for Additional Information	View Document

8.1.6

Describe how the College facilities were utilized by students from other institutions (PG/UG/GNM) for administrative/educational visits and critical evaluation during the last 5 years within 500 words.

Response:

Administrative purpose visits:

Different nursing colleges from Ahmednagar and nearby talukas visit the institute for the administrative purposes, to gain guidance to establish a new college, infrastructure, equipments, hospital set up and other facilities.

Following institutes had visited college for different administrative purposes.

Sr no	Name of institute	Purpose	Date
1	Pravara Rural Education Society	To establish a new nursing college at Sinner.	16/06/2020
2	Anandrishiji Institute of Nursing, Ahmednagar	To start B. BSc nursing course and establish a new college building	18/03/2022

The institute is an exam center for MSBPNE exams. Students from following colleges come for exam.

- Prayatna Nursing College, Ahmednagar,
- St. Lukes College of Nursing, Shrirampur
- Mangala Nursing School, Akola,
- Late Bhau Daji Patil Deshmukh Gramin Vikas Vikas Pratishthan's RANM School, Ahmednagar
- The Lady Colville School of Nursing, Evangeline Booth Hospital, Ahmednagar.
- Parvatibai Mhaske Institute of Nursing, Ahmednagar

- Jijamata Nursing School, Dahigaon

Educational visits:

Colleges from other nursing institutes across the Ahmednagar district visits the college for educational purpose. The most common objectives of the educational visit are to know vision, mission of the college, understand organization structure, physical infrastructure, staffing pattern, various records maintained, hospital facilities etc. Students from following institutes have visited our college for their educational visit.

- Pravara Institute of Medical Sciences, College of Nursing
- The Lady Colville School of Nursing, Evangeline Booth Hospital, Ahmednagar.
- Parvatibai Mhaske Institute of Nursing, Ahmednagar
- Abhinav Nursing School, Ahmednagar
- Jijamata Nursing School, Bhenda

College was exam center for MUHS summer phase 3 examination in 2020. Students from holy spirit college of nursing (Mumbai), Smt. Subhadra K Jindal college of nursing (Pune) had come for exam.

GNM students from Shri Vivekanand Institute of Nursing, Rahuri utilize Dr. Vikhe Patil Memorial Hospital for their clinical experience every year.

The institute had organized breastfeeding week from 1st to 6th August 2022 on the theme “Step up for breastfeeding: Educate and Support”. On that occasion various intercollegiate competitions such as rangoli, poster, elocution, quiz, skits/role play were organized. Students from different nursing colleges across the Ahmednagar district such as Ahmednagar Civil nursing school, Prayatna nursing school, Kranti Nursing Institute, Parvatibai Mhaske School of Nursing, Anandrushiji Nursing School had actively participated in the events. Students gained knowledge and information about the benefits, positions, importance of breastfeeding by participating in these activities.

The institute had Organized a state level workshop on “Hands on Training: Enhancement of Advanced Nursing Skills in Handling Medical Devices” on 04/12/2019. Students from different nursing colleges across the state had participated in the workshop.

Students from other colleges appreciated the activities conducted, facilities provided and the exposure they gained by participating in the event.

Critical Evaluation visits:

Committees from INC, DMER, MUHS and MNC critically evaluate the college during inspections.

Other institutes:

The institute auditorium is used by DVVPF’s College of pharmacy, medical college, Dr. Vikhe Patil Hospital for various activities.

The institute infrastructure was also utilized as exam center for MPSC exams by Govt. of Maharashtra.

File Description	Document
List of Institutions utilizing facilities in the College	View Document
List of facilities used by other Institutions	View Document
Any additional information	View Document

8.1.7

College undertakes community oriented activities

Response:

Students of 2nd and 4th Year B BSc, 2nd P. B. BSc Nursing, and PG students of Community health nursing specialty are posted at Wambori, Nandgaon, Shingve, Dehere and urban health center, Ahmednagar.

Community Mapping: orientation to the area is given to the students by faculty. Population of the area, Important landmarks such as health center, schools, anganwadi, hospitals, panchayat office, temples are located. Students visit house to house in the community and mapping is done. Wambori village covers 19,321 populations. It has 28 anganwadis, 2 junior and senior colleges and 12 primary and high schools. There are 25 temples, 4 churches, and 3 mosques in the village. Source of water is borewells and wells.

Community Health surveys: students conduct community health surveys every year. They gather all health relevant information such as members in the family, type of family, number of pregnant ladies, under five children, aged persons, special children if any in family and current health status. A detailed survey report is prepared along with the findings.

Health education: Students identify the health needs of community and provide health education on topics such as environmental hygiene, personal hygiene, prevention of communicable diseases, immunization schedule, care of under five children etc.

School health programs: Students posted in community fields undertake school health programs every year. Primary schools in community area such as Shingave Naik primary school, Primary School Dehere are visited on regular basis for health assessment of children. During this nutritional status, height, weight, mid arm circumference, dental health, immunization status is assessed by the students under the guidance of teachers accompanying them. Based on the assessment the health needs of children are identified and a detailed report is prepared. Health education regarding the health promotion is also given.

Health camps and clinics: Students arrange health camps for the community. People from all age group participate in the health camp. They are assessed by the doctors accompanying nursing students during health camps. Basic investigations such as BSL checking, hemogram, oxygen monitoring, blood pressure monitoring were performed and primary treatment is provided based on the health needs of the people. For advanced treatment people are advised to visit Dr. Vikhe Patil Memorial Hospital. A detailed report of health camps is also prepared including number of visitors; common health problems identified, any

special health need identified is prepared and submitted to head of department.

Celebrating National Health and welfare program: national and international health days are celebrated in community such as World AIDS Day, World Ozone Day, World cancer day, World malaria day etc. Activities such as Street plays, role plays and rallies are arranged to spread awareness.

In service education for SC/ PHC/ CHC staff: students conducted in-service education program for staffs of PHCs at Dehre and Nandgaon. Staffs were educated on topics such as body fluids management, maintenance of cold chain, disaster preparedness and management etc.

Implementation of these programs helps students to identify local health needs and create awareness about health issues in community.

File Description	Document
Geo-tagging / Photographs of events / activities	View Document
Any additional information	View Document

8.1.8

Number of full time faculty serving in various committees of the University/ Technical advisory group/ Core Committee members of various committees of Govt/WHO/INC/State/National Bodies during the last 5 years

Response: 20

File Description	Document
Nomination letter of the faculty or invitation letter to attend the meetings in various committees of the University/ Technical advisory group/ Core Committee members of various committees of Govt/WHO/INC/State/National Bodies	View Document
Institutional data in prescribed format	View Document
E- copies of the appointment letters	View Document
Any additional information	View Document
Link for Additional Information	View Document

5. CONCLUSION

Additional Information :

The Maharashtra state government has started a new Community Health Officer (CHO) to be posted in various health and wellness centers. Since it started, so many nursing students who have qualified from our institute and teaching faculty have applied and have been selected. They had an opportunity to undergo training in our sister medical college for a period of six months before they joined their respective establishments.

For physically challenged people, a lift has been recently constructed in the nursing college to go top to first-floor classes and the library.

Being under the society having Pharmacy College and Medical College, the facilities of the herbal garden and an animal house, students have the opportunity to visit these places as a part of co-curricular activities. Our associated medical college has various super specialty centers, including a highly advanced radiotherapy center to which students are exposed when they visit the hospital for clinics.

This hospital is located by the side of Nagar- Manmad highway (NH-10), and several trauma cases report to the casualty center. Student nurses, who are posted to the casualty center, are exposed to the management of emergency trauma cases, and they develop hands-on training in resuscitation, immediate MRI/CT scan, and investigations. Simultaneously students also learn about management with analgesia, fluids, dressing, and control bleeding.

Being under the same society having a course in business administration, Computer application (IBMRD & Engineering College has Information technology, computer science, and data science. The institute can get guest faculty to train students and teaching faculty in e-learning, soft skill training, ICT enabled training. Alternative students can be sent to their institute.

Shirdi and Shingnapur are nearby; several devotees donate blood there, and students take part in blood donation camps. The foundation adopted a family in which the parent had suicide due to a drought situation. For them, the tuition fee is waived by the institute.

Concluding Remarks :

The Nursing College is focused on achieving a goal of professional excellence. College admits most of the students from rural areas. This was the basic reason our founder father established nursing college with the idea to provide the best nursing education to the students coming from rural and underprivileged areas so that they become highly skilled and competent members of the nursing profession. Simultaneously our Institute takes pride in teaching professional ethics, moral values, and social ideas and provides holistic healthcare services to the community.

They are so well trained and taught various values, particularly in communication skills, motivation skills, leadership, and languages, so they become eligible for various public sector undertakings, private sector undertakings, health centres, and tertiary care hospitals. In addition, they are trained to become nursing administrators and nursing teachers.

The institution takes continuous interest and lays emphasis on effective curriculum delivery by adopting various methods of new teaching and learning techniques.

The management has also provided outstanding physical facilities, including classrooms, laboratories, and IT facilities.

The institution takes a lot of interest in promoting research among various teaching faculty and motivates postgraduate students and final-year BSc students to take an active part in research projects. Emphasis is made on gender sensitivity and requirements of rural students, simultaneously keeping in mind their background. All the teaching faculty are regularly informed of the vision and mission so they never lose sight of it.

The institution is adopted and focused continuously on its responsibility to society at large.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years</p> <p>1.2.1.1. Number of inter-disciplinary /inter-departmental courses /training offered during the last five years Answer before DVV Verification : 215 Answer after DVV Verification: 158</p> <p>1.2.1.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 230 Answer after DVV Verification: 230</p> <p>Remark : DVV has made the changes as per shared reports by HEI.</p>																				
1.2.2	<p>Average percentage of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>163</td> <td>266</td> <td>188</td> <td>156</td> <td>150</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>128</td> <td>130</td> <td>110</td> <td>101</td> <td>102</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared report by HEI.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	163	266	188	156	150	2021-22	2020-21	2019-20	2018-19	2017-18	128	130	110	101	102
2021-22	2020-21	2019-20	2018-19	2017-18																	
163	266	188	156	150																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
128	130	110	101	102																	
1.3.2	<p>Number of value-added courses offered during the last five years that impart transferable and life skills.</p> <p>1.3.2.1. Number of value-added courses offered during the last five years that impart transferable and life skills. Answer before DVV Verification : 27 Answer after DVV Verification: 08</p> <p>Remark : DVV has excluded repeated counts.</p>																				
1.4.2	<p>Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken on</p>																				

	<p>feedback besides such documents made available on the institutional website Answer After DVV Verification: D. Feedback collected Remark : DVV has made the changes as per shared reports by HEI.</p>																				
2.2.1	<p>The Institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and slow performers</p> <p>The Institution:</p> <ol style="list-style-type: none"> 1. Follows measurable criteria to identify slow performers 2. Follows measurable criteria to identify advanced learners 3. Organizes special programmes for slow performers 4. Follows protocol to measure student achievement <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any one of the above Remark : DVV has made the changes as per shared reports by HEI.</p>																				
2.4.3	<p>Average teaching experience of fulltime teachers in number of years (preceding academic year)</p> <p>2.4.3.1. Total teaching experience of fulltime teachers in number of years (cumulative experience)</p> <p>Answer before DVV Verification : 327 years Answer after DVV Verification: 195 years</p> <p>Remark : DVV has made the changes as per shared reports by HEI.</p>																				
2.4.4	<p>Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years</p> <p>2.4.4.1. Number of teachers trained for development and delivery of e-contents / e-courses year-wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1543 1046 1680"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>31</td> <td>27</td> <td>23</td> <td>33</td> <td>28</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1758 1046 1895"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>20</td> <td>18</td> <td>10</td> <td>11</td> <td>16</td> </tr> </table> <p>Remark : DVV has made the changes as per shared reports by HEI.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	31	27	23	33	28	2021-22	2020-21	2019-20	2018-19	2017-18	20	18	10	11	16
2021-22	2020-21	2019-20	2018-19	2017-18																	
31	27	23	33	28																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
20	18	10	11	16																	
2.4.5	<p>Average Percentage of fulltime teachers who received awards and recognitions for excellence in</p>																				

teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years

2.4.5.1. Number of fulltime teachers who received awards and recognitions for excellence in teaching and student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15	12	7	2	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : DVV has made the changes as per shared clarification.

3.1.1 Percentage of teachers recognized as PG/ Ph.D research guides by the respective University

3.1.1.1. Number of teachers recognized as PG/Ph.D research guides during the last 5 years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	6	6	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	6	6	6	5

Remark : DVV has made the changes as per shared clarification.

3.1.2 Average Percentage of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the last five years

3.1.2.1. Number of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research and conference participation in Indian and Overseas Institutions year-wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
26	0	22	8	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : DVV has made the changes as per shared clarification.

3.2.2 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good Clinical, Laboratory, Pharmacy and Collection practices, writing for Research Grants and Industry-Academia Collaborations during the last five years

3.2.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	6	6	6	6

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	5	3	4	4

Remark : DVV has made the changes as per shared clarification.

3.4.1 Total number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS / NCC / Red Cross / YRC / Institutional clubs etc. during the last five years.

3.4.1.1. Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS/NCC/Red Cross/YRC/Institutional clubs etc. during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	9	15	12	13

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11	4	06	08	11

Remark : DVV has excluded days activities.

3.4.2 Average percentage of students participating in extension and outreach activities during the last five years

3.4.2.1. Number of students participating in extension and outreach activities year-wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
282	283	291	276	242

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
174	175	165	112	125

Remark : DVV has excluded those students participated in days activities.

3.5.1 Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the last five years

3.5.1.1. Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	16	19	21	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
14	10	11	11	4

Remark : DVV has made the changes as per shared clarification.

3.5.2 Total number of Functional MoUs/linkages with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for last five years

3.5.2.1. Number of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for the last five years

Answer before DVV Verification : 22

Answer after DVV Verification: 11

Remark : DVV has made the changes as per shared clarification.

4.2.2 Average number of patients per year treated as outpatients and inpatients in the teaching hospital for the last five years

4.2.2.1. Number of patients treated as outpatients in the teaching hospital year-wise during the last

five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
375786	290529	584601	485794	453402

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
489567	334569	423765	543397	468889

4.2.2.2. Number of patients treated as inpatients in the teaching hospital year-wise during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
36706	27196	37553	33835	33165

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
42223	30888	32374	35694	33500

Remark : DVV has made the changes as per shared report by HEI.

4.2.4	<p>Availability of infrastructure for community based learning</p> <p>Institution has:</p> <ol style="list-style-type: none"> 1. Attached Satellite Primary Health Center/s 2. Attached Rural Health Center/s other than College teaching hospital available for training of students 3. Residential facility for students / trainees at the above peripheral health centers / hospitals 4. Mobile clinical service facilities to reach remote rural locations <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any three of the above Remark : DVV has made the changes as per shared clarification.</p>
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4.3.3	<p>Does the Institution have an e-Library with membership / registration for the following:</p> <ol style="list-style-type: none"> 1. e – journals / e-books consortia 2. E-Shodh Sindhu 3. Shodhganga 4. SWAYAM
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	<p>5. Discipline-specific Databases</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any three of the above Remark : DVV has made the changes as per shared report by HEI.</p>																				
4.3.6	<p>E-content resources used by teachers:</p> <ol style="list-style-type: none"> 1. NMEICT / NPTEL 2. other MOOCs platforms 3. SWAYAM 4. Institutional LMS 5. e-PG-Pathshala <p>Answer before DVV Verification : Any Four of the above Answer After DVV Verification: None of the above Remark : DVV has made the changes as per shared clarification.</p>																				
4.4.1	<p>Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (data for the preceding academic year)</p> <p>4.4.1.1. Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities Answer before DVV Verification : 11 Answer after DVV Verification: 10</p> <p>4.4.1.2. Total number of classrooms, seminar halls and demonstration room in the institution Answer before DVV Verification : 11 Answer after DVV Verification: 11</p> <p>Remark : DVV has made the changes as per shared clarification.</p>																				
4.5.1	<p>Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years</p> <p>4.5.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs) Answer before DVV Verification:</p> <table border="1" data-bbox="304 1783 1046 1917"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>87.70</td> <td>141.84</td> <td>94.11</td> <td>54.84</td> <td>43.10</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1995 1046 2085"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	87.70	141.84	94.11	54.84	43.10	2021-22	2020-21	2019-20	2018-19	2017-18					
2021-22	2020-21	2019-20	2018-19	2017-18																	
87.70	141.84	94.11	54.84	43.10																	
2021-22	2020-21	2019-20	2018-19	2017-18																	

41.02	25.95	30.65	12.65	11.02
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Remark : DVV has made the changes as per shared report by HEI.

5.1.1 Average percentage of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

5.1.1.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
257	239	223	205	136

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
203	195	210	123	110

Remark : DVV has made the changes as per shared clarification.

5.1.2 Capability enhancement and development schemes employed by the Institution for students:

1. Soft skill development
2. Language and communication skill development
3. Yoga and wellness
4. Analytical skill development
5. Human value development
6. Personality and professional development
7. Employability skill development

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. Any one of the above

Remark : DVV has made the changes as per shared clarification.

5.2.1 Average percentage of students qualifying in state/ national/ international level examinations during the last five years
(eg:GATE/AICTE/GMAT/GPAT/CAT/NEET/GRE/TOEFL/PLAB/USMLE/AYUSH/Civil Services/Defence/UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test,

PGIMER Entrance Test etc.,)

5.2.1.1. Number of students qualifying in state/ national/ international level examinations (eg: GATE/AICTE/GMAT/ **GPAT**/CAT/NEET/ GRE/TOEFL/ PLAB/USMLE/AYUSH/Civil Services/Defence/ UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) year-wise during the last five years ..

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	11	10	41	29

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	3	3	5	4

5.2.1.2. Number of students appearing in state/ national/ international level examinations (eg:GATE/AICTE/GMAT/CAT/NEET/GRE/ TOEFL/ PLAB/ USMLE/AYUSH/Civil Services/Defence/UPSC/ State government examinations / AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) **during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
30	35	44	75	52

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
30	35	44	75	52

Remark : DVV has made the changes as per shared clarification.

5.2.2 Average percentage of placement / self-employment in professional services of outgoing students during the last five years

5.2.2.1. Number of outgoing students who got placed / self-employed year- wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
75	91	68	74	55

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
75	91	68	74	54

Remark : DVV has considered HEI input because asked data is large and in this condition DVV can consider shared list instead of certificates as per SOP.

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/ National / International levels (award for a team event should be counted as one) during the last five years.

5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/National / International levels (award for a team event should be counted as one) year-wise during the last five years .

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9	13	27	33	25

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
08	09	15	21	11

Remark : DVV has made the changes as per shared clarification.

5.3.3 Average number of sports and cultural activities/competitions organised by the Institution during the last five years

5.3.3.1. Number of sports and cultural activities/competitions organised by the Institution year-wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
24	23	38	36	35

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11	13	25	26	25

Remark : DVV has made the changes as per shared clarification.

6.2.2 Implementation of e-governance in areas of operation

1. Academic Planning and Development
2. Administration
3. Finance and Accounts
4. Student Admission and Support
5. Examination

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: D. Any two of the above
 Remark : DVV has made the changes as per shared clarification.

6.3.3 Average number of professional development / administrative training programmes organized by the Institution for teaching and non- teaching staff during the last five years

(Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.)

6.3.3.1. Total number of professional development / administrative training programmes organized by the Institution for teaching and non-teaching staff year-wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	5	4	5	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : DVV has given the value as per clarification that same programs can not claimed in both metric.

6.3.4 Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years..

6.3.4.1. Number of teachers who have undergone Faculty Development Programmes including online programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course and any other course year-wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
35	31	34	34	31

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
14	20	22	23	00

Remark : DVV has made the changes as per shared clarification.

6.5.3 The Institution adopts several Quality Assurance initiatives

The Institution has implemented the following QA initiatives :

1. Regular meeting of Internal Quality Assurance Cell (IQAC)
2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements
3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff.
4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc..)

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: C.Any two of the above
 Remark : DVV has made the changes as per shared clarification.

7.1.1 Total number of gender equity sensitization programmes organized by the Institution during the last five years

7.1.1.1. Total number of gender equity sensitization programmes organized by the Institution year-wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	4	3	4	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	1	2	3	2

Remark : DVV has made the changes as per shared clarification.

7.1.3 The Institution has facilities for alternate sources of energy and energy conservation devices

1. Solar energy
2. Wheeling to the Grid
3. Sensor based energy conservation
4. Biogas plant
5. Use of LED bulbs/ power efficient equipment

Answer before DVV Verification : B. Any four of the above
 Answer After DVV Verification: E. any one of the above

	Remark : DVV has made the changes as per shared clarification.
7.1.5	<p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> 1. Rain water harvesting 2. Borewell /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus <p>Answer before DVV Verification : All of the above Answer After DVV Verification: Any Two of the above Remark : DVV has made the changes as per shared clarification.</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>35</td> <td>31</td> <td>34</td> <td>34</td> <td>31</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>27</td> <td>19</td> <td>16</td> <td>13</td> <td>15</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	35	31	34	34	31	2021-22	2020-21	2019-20	2018-19	2017-18	27	19	16	13	15
2021-22	2020-21	2019-20	2018-19	2017-18																	
35	31	34	34	31																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
27	19	16	13	15																	